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High Sch. Dist. - Evaluation - Iowa



**SELF EVALUATIVE CRITERIA
FOR IOWA SCHOOLS**



State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Supervision Division
Grimes State Office Building
Des Moines, Iowa 50319

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August 1975

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SELF EVALUATIVE CRITERIA FOR IOWA SCHOOLS

The "Self Evaluative Criteria for Iowa Schools" is designed to provide a complete evaluation of the total experiences that a school provides for its boys and girls.

The material is not designed to be restrictive or prescriptive upon the local educational system, but rather as a way for the school to take a look at the learning process and procedures to ascertain if the goals of the district compare with its stated educational philosophy.

I. Philosophy and Objectives

Each school needs to have a statement of philosophy before attempting an outline of objectives. The objectives describe how the school proposes to realize the stated philosophy, which has been developed by cooperative action of school and community.

The objectives should be realistic in terms of probable achievement since each school is judged on how consistent objectives appear to be as viewed after examination of subject evaluation, local provision for offerings, services, staff, and facilities.

A suggested pattern for school evaluation could be based upon the following outline:

A. Philosophy

The philosophy of the school should be developed by a committee made up of faculty, board, and lay people. This should be developed following a comprehensive study of the curriculum.

B. Objectives, e.g.

1. The program, services, and activities of the school are geared to the needs and characteristics of the students and community to the extent that community resources permit.
2. Provisions for the college-bound and vocationally inclined students are given equal consideration.
3. Instructional programs and practices are designed to make provision for students of varying abilities and learning rates.
4. Other. Includes commentary on the school in relationship to its past developments and its aspirations for the future.

II. School and Community

Any evaluation of a school is based in considerable measure on the extent to which the needs of students enrolled are met. This involves consideration of the dropout rate, stability of school enrollments, age-grade distribution, and community characteristics. Surveys of the community and student body will be pertinent in describing and identifying needs and opportunities.

The objective in such an analysis is to provide as complete a description of the student body, the community and communities served, the opportunities for youth, and the hopes of friends and parents that available information can provide. Each school should develop in the best possible form, the information (statistical and descriptive) secured.

III. Evaluation Profile

The philosophy underlying the profile plan views school improvement as a continuous program in which the faculty establishes the goals for itself and then functions cooperatively to realize these goals in progressive steps.

In self-evaluation it is assumed that the entire professional staff will be divided into committees to study and identify the adequacy of the programs and facilities to satisfy all pupil needs.

IV. Scoring Criteria

The ratings given are not to be interpreted as the rating of the school, but rather as a device for identifying those areas where further effort and study are needed. The faculty committees are in excellent position to make meaningful judgments on the provisions and progress that have been made.

The following system will be used to complete the appropriate ratings in the spaces provided before the item:

Rating

A - Excellent - Extensive provisions have been made and very good progress realized.

B - Above Average - Provisions or conditions are moderately extensive and good progress is realized.

C - Average - Provisions or conditions are evident and are functioning well, but the need for further effort and study is recognized.

D - Below Average - Inadequate provision has been made or evidence of continuing progress is lacking.

F - Poor - Progress and provisions are quite limited or missing.

If rating does not apply indicate with a "NA" (not applicable).

Some areas in the evaluation document do not lend themselves to "A" through "F" scoring and can be answered "yes" or "no." Please use that method which is appropriate.

V. Evaluative Criteria

School District

EDUCATIONAL PROGRAM
K-12

The program for learning consists of the courses of instruction available and in progress for all K-12 students. Learning and activity materials provide for the basic or common skills as well as the individual needs of youth. Basic offerings are emphasized in the required instructional program with electives to meet individual needs. Adaptation and flexibility in content and technology are evident to further assist students with varying aptitudes and motivations.

Philosophy

() The district has developed and adopted a philosophy of education to fit the unique conditions of the district. Such a philosophy is written and available, and evidence of community acceptance exists.

1. Attach school district's written philosophy statement.
2. Briefly indicate way(s) in which community indicated its acceptance of the school district's educational philosophy. Please use attachment.

Planning

1. The curriculum is based upon a valid assessment of educational needs.
 - a. The district has conducted a survey to determine:
 - () (1) Community's desires.
 - () (2) Staff desires.
 - () (3) Student desires.
 - b. The district has collected, documented, and analyzed data and information about the students, the school, and the community, i.e., census, dropout, socioeconomic status, vocational planning, test data, staff expertise, etc.
 - ()
 - c. Documented information collected in steps a and b has been verified for general acceptance with the groups involved.
 - ()

- d. All information and data collected and documented in steps a, b and c are analyzed to determine program needs and priorities.
2. A comprehensive set of educational goals has been formulated and derived from verified needs.
3. Curricular priorities have been determined. Attach a copy.
4. Evaluation procedures have been designed and are used for the following purposes.
- a. To monitor the program planning-implementation process.
- b. To evaluate student gains made in the educational program and to identify student and program strengths and weaknesses.
- c. To assess educational program for evidence of needed change or modification.
5. The school has delegated to a specific planning group the responsibility and authority to plan the educational program, utilizing the documented information and data collected in steps a, b, c and d above.
- a. This planning group is representative of administrators, teaching staff, other appropriate personnel (guidance, librarian, director, specialist). Student representation is desirable.
- b. Conditions have been established in which this group can work effectively, including:
- (1) Clearly-defined policies.
- (2) Appropriate resources (time, money, materials and expertise).
- (3) Administrative and board support.
- c. This planning group utilizes all information and documented priorities for goal accomplishment to:
- (1) Develop objectives for each goal with the procedures and activities for attaining these objectives.
- (2) Determine desired student outcomes.
- (3) Estimate time constraints.

- d. Planning group systematically analyzes information derived from evaluation procedures (4,c) in program planning and modification.
- e. Planning group and administration develop active lines of communication with the school board and staff to ensure cooperative action.
- f. The district has initiated a plan for ongoing community understanding and acceptance of the planned curricular and educational program. Specify how accomplished.

Staff

1. Sufficient certificated and approved professional staff are employed to meet the educational needs of the students.

- a. The various services and resource personnel of the school and community are coordinated for their most effective use.
- b. Staff personnel or supervisory services are provided for the teaching of art, music, and physical education for each student. Specify time per week.

	Elem.	Jr. H.	Sr. H.
Music			
Physical education			
Art			
Other. Specify.			

2. Staff development is an essential part of the program of studies.

- a. The inservice program is a continuous effort resulting from short-term, intermediate, and long-range planning and considers:
 - (1) The needs verified through assessment procedures.
 - (2) The expressed needs of the staff.
- b. Sufficient time, money, and consultative assistance are provided for curriculum and staff development.
- c. The school provides a growing professional library including books, periodicals, and publications of the several professional organizations and agencies.

- d. The staff belongs to professional organizations.
- e. The staff is encouraged to attend state and national conferences.
- f. The staff visits and studies exemplary and innovative programs.
- g. Every teacher is provided with some scheduled time for planning daily within the regular school day.

Specify amount of time:

Elem. _____
 Jr. H. _____
 Sr. H. _____

- 3. There is a systematic and written procedure for evaluation of teachers, including the following processes:
 - a. Guidelines for evaluation are developed cooperatively by the total staff.
 - b. The major purpose of evaluation is the improvement of instruction.
 - c. Evaluative policies and procedures are made known to all staff members.
 - d. Evaluative procedures are based on periodic classroom visits, consultative help, and co-evaluation techniques.
 - e. Both administrator and teacher sign the evaluation and maintain a copy.

The Learner

- 1. A humanistic environment for learning is an integral part of the total school program by providing for each student:
 - a. Freedom to choose from alternatives and numerous alternatives from which to choose.
 - b. Inputs into educational planning and sequencing.
 - c. A precise description as to what is expected from each student and how each will be evaluated.
 - d. Constant feedback as to the progress is given each student.
 - e. Opportunities to determine when each student has been successful.

- f. Opportunity to determine specifically what will be taught, via course study before enrolling.
 - g. A learning environment that is free of coercion and fear.
 - h. A learning environment in which each student can consistently receive positive reinforcement for successful task completion.
 - i. An environment where the focus of teacher behaviors is based on individual student needs.
 - j. Opportunities to assume responsibility for their academic development.
2. Feelings, attitudes, and values are emphasized within the program of studies through a variety of techniques focusing upon:
- a. Developing positive attitudes toward self and others.
 - b. Learning and utilizing the skills of effective group living.

Curriculum

- 1. There is a plan for the development of curriculum from K-12. Describe plan in attachment.
- 2. The staff is actively involved in curriculum planning, revision, and implementation.
- 3. Student suggestions are received for consideration in curriculum development.
- 4. Parents are consulted or involved in curriculum appraisal and development.
- 5. Provisions are made for staff members to work together within and across disciplines.
- 6. Curriculum evaluation and development includes use of:
 - a. Follow-up studies of former students.
 - b. Analysis of student failures.
 - c. Analysis of student dropouts.
 - d. Achievement scores and interest inventory tests.
 - e. Study of research.

- () f. Pilot efforts in use of materials and instructional technology.
- () g. Needs assessment data.
- () h. Other. Specify _____
- () 7. The instructional program includes all courses and subject matter areas as mandated by law.
- () 8. The concept of career education has been integrated in the total K-12 curriculum.
- () 9. The school provides resources for curriculum development and update through:
- | | |
|----------------------------|-----------------------------|
| _____ Funds for travel | _____ Consultative help |
| _____ Extended contracts | _____ Visitations |
| _____ Released time | _____ Professional meetings |
| _____ Early dismissal | _____ Conferences |
| _____ Other. Specify _____ | |
- () 10. Instruction is designed and implemented for students whose needs require differentiated education (above and beyond that provided by the regular program). Included are students who are:
- | |
|------------------------------|
| _____ Talented and gifted |
| _____ Slow-learning |
| _____ Mentally handicapped |
| _____ Physically handicapped |
| _____ Learning disabled |
- () 11. Instruction is designed to meet student needs and interests using appropriate designs, including, but not limited to:
- | |
|------------------------------------|
| _____ Minicourses |
| _____ Semester courses |
| _____ Independent studies |
| _____ Out-of-school learning |
| _____ Exploratory offerings |
| _____ Electives |
| _____ Other designs. Specify _____ |
- () 12. Special educational programs and services offer support to and compliment the total educational program of the school so that each one supports and reinforces the other.
- () 13. Check the organizational and instructional patterns utilized in your school.

Organizational patterns

- Self-contained classrooms
- Open education
- Nongraded classes
- Continuous progress program
- Team teaching
- Year-round school program
- Multi-age grouping
- Departmentalization

Instructional patterns

- Individualized instruction
- Learning stations and/or centers
- Computer-assisted instruction
- TV instruction
- Summer programs
- Programmed learning
- _____
- _____

Attach copies of schedules showing for each level of instruction, e.e., K-2, 4-6, 7-9, 10-12:

- Time allotments
- Course offerings
- Staff assignment
- Pupil load

Instruction

- 1. The emphasis of the instructional program is placed on the student rather than content or program.
- 2. Teachers and students set instructional objectives together. Teachers and students cooperatively evaluate progress toward goal accomplishment.
- 3. The program is carefully coordinated, both horizontally and vertically, so that instruction moves smoothly and logically from one level to another, K-12.
 - a. Learning experiences are continuous and sequential from kindergarten through grade 12.
 - b. The staff utilizes a scope and sequence of skills.
 - c. The identification of needs and strengths of individual students is continuously carried on.

- d. There are regular, planned opportunities throughout the year for teachers to communicate. Such communication is horizontal, vertical, and interdisciplinary.
4. Student needs, interests, and experiences are among the factors considered in the selection and conduct of instruction.
5. Instruction is individualized through such techniques as grouping of students with like needs and through differentiated assignments.
6. Articulation from elementary to junior high and from junior high to senior high is carefully planned and implemented.
7. A high degree of student involvement and verbal interchange characterizes the classroom procedures.
8. Teachers use a variety of techniques such as a group discussion, project activities, laboratory techniques and seminars.
9. Students are provided with opportunities to make decisions and accept responsibility throughout their educational experiences.
10. Students are stimulated to embark on independent study and to initiate group projects and other creative and imaginative activities.
11. The staff is encouraged to experiment with new ideas and promising techniques.
12. Instruction is designed to stimulate independent thinking and problem-solving on the part of students.
13. Knowledgeable resource persons other than staff members supplement and enrich the instructional program.
14. The instructional objectives encompass not only the acquiring of knowledge but also the learning of inquiry skills by which knowledge is acquired and used in the daily encounter with one's environment.
15. The instructional program provides for extensive use of the media center to build and strengthen research and study skills.

Materials

1. There is a written policy and procedure currently in use for the evaluation and selection of materials and media.
2. Staff members are involved in the evaluation and selection of materials.

- () 3. Since materials are tools for implementing curriculum, material and book selection follows, not precedes, curriculum development.
- () 4. Materials are free of racial bias and sex stereotyping.
- () 5. Materials are updated at regular intervals.
- () 6. Materials are organized efficiently for maximum use.
- () 7. Materials are consistent with the stated objectives of the school program.
- () 8. A wide range and variety of instructional materials are available to support the program of instruction.

Pupil Records

- () 1. Pupil records are well organized and accessible to staff for their use.
- () 2. There is a carefully planned testing program. Test results are interpreted and used:
 - () a. To plan, modify or redesign the instructional program.
 - () b. To identify children with special needs.
 - () c. To help evaluate the total school program.
- () 3. Leadership is provided to teachers for the meaningful interpretation of test results.
- () 4. Teacher-pupil conferences emphasize the strengths as well as the needs of each child and provide mutual suggestions for continued development.
- () 5. Pupil-progress reports provide both the student and the parents with specific information in a positive manner.

Comments

- 1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

ADMINISTRATION AND STAFF

This section of the self evaluation is concerned with staffing and the business operation of the school. There is a portion devoted to the board of education and its function in the total program of the district.

Board of Education

- () 1. The board of education, through its secretary, keeps complete and accurate records of all its proceedings.
- () 2. The board of education meets regularly using a written agenda.
- () 3. The board of education acts as a "committee of the whole." Special committees are developed for special projects. On completion of the assignment the committee is dissolved.
- () 4. The board of education formulates written policies for the operation of the school program. They are reviewed and updated annually with date of revision noted.
- () 5. The board of education delegates to the professional staff full authority for executing its policies.
- () 6. The board of education elects all personnel only on recommendation of the chief administrator.
- () 7. The board of education upon recommendation of its administrator invites key instructional personnel to report on their activities.
- () 8. The board of directors has determined major educational needs, developed long-range plans and maintained records of progress.
- () 9. Buildings are appraised at least once every five years.
- () 10. The board of education's long-range planning calls for a schedule on building needs, curriculum improvements, and attention to other areas of the school program.
- () 11. The board of education holds membership in state and national organizations.

12. The board of education has adopted and recorded in its minutes staffing policies designed to attract, hold, and utilize competent professional personnel--instructional and noninstructional. These policies include but are not limited to guidelines or criteria to be used in determining:

- a. Size and scope of the staff.
- b. Equal Employment Opportunities.
- c. The school or system-wide average class enrollment per teacher.
- d. The maximum class enrollment per teacher.
- e. Extra class duties.
- f. Time for planning and parent-teacher communications.
- g. The employment of substitute teachers, assistant teachers, teacher associates, and teacher aides.
- h. Salaries and salary schedules.
- i. Participation by members of the professional staff in the formation of school policies.

Administrative Organization

- 1. Bulletins, memoranda, verbal follow-up, and other means of communication are used to keep administrative and staff channels open.
- 2. The school program, goals, and needs are interpreted continuously to the public through news media, TV, radio, and school publications.
- 3. Sufficient consultative (supervisory) personnel is provided at the intermediate and local level to furnish leadership and help to the teachers.
- 4. Principals and supervisors, in making periodic reports to the superintendent, recommend the selection, dismissal, assignment, and promotion of teachers. These records are carefully maintained and filed.
- 5. Administrative procedures call for a series of carefully planned meetings with staff aimed at continued improvement in instruction.

- 6. The superintendent makes and utilizes an annual report evaluating the present school year's operation and making recommendations for the next.
- 7. District policy calls for scheduled parent-teacher conferences in all grades on a basis of two meetings a year.
- 8. An inservice program involving all teachers is in continuous operation.
- 9. Full-time faculty members have a preparation period daily.
- 10. There is a plan for systematic evaluations of all faculty members.

Business Management

- 1. District business operations are carried on efficiently by a central office.
- 2. The detailed budget is based upon the educational plan of the district. It is kept on forms suggested by the Department of Public Instruction.
- 3. Budget control is maintained through the use of data processing, a card system, or other methods of determining financial balances.
- 4. Teacher personnel folders are complete, i.e., certificate, transcript, and approval statement.
- 5. Pupil accounting records reflect sound procedures in maintaining cumulative and permanent folders.
- 6. Activity fund accounting is kept on forms suggested by the Department of Public Instruction.
- 7. Property accounting is kept on forms suggested by the Department of Public Instruction.
- 8. All requisition and purchase order forms are filed with the central business office.
- 9. Bids are taken on large orders purchased.
- 10. An annual audit of school funds is performed by a CPA or state auditor in accordance with state law.
- 11. A complete financial report of all funds is made monthly to the board of education.
- 12. Provisions are made to report proceedings of the board of education to all staff members.

Personnel Administration

- 1. Continuity of staff tenure is necessary to carry out an effective school program. In any three-year span, staff turnover averages less than twenty percent.
- 2. Teachers have a role in development of personnel policies.
- 3. Clerical assistance is provided the teachers and administrative staff.
- 4. A salary schedule is in effect based on preparation, experience, and quality of instruction.

Professional Staff Qualifications

- 1. All professional employees hold registered certificates with proper endorsements. Certificates are valid for the areas in which teachers serve.
- 2. Professional employees indicate a desire to improve through classroom study, professional reading, travel, and continued preparation.
- 3. Teachers are encouraged to increase competency by attendance at professional meetings. Payment of substitute teachers and travel expense is assumed by the board.
- 4. Staff members willingly share in established extra-class responsibilities of educational value.
- 5. There is an ongoing attempt by teachers to gain a full understanding of the needs and problems of pupils.
- 6. There is a "job" description for personnel employed in the school.

Comments

- 1. Outstanding aspects, practices or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvement.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

AGRICULTURAL EDUCATION

Vocational-technical instruction in agriculture should effectively and efficiently lead interested youth and adults to acquire knowledge, skills, attitudes, and abilities that provide preparatory education for purposeful employment and supplementary education for advancement in agriculture and agriculture-related occupations.

Physical Facilities

-
- () 1. Instructional space is sufficient for the variety of classroom, library, laboratory, agricultural mechanics, FFA, adult and young farmer programs. The agricultural mechanics shop provides a minimum of two thousand square feet of space for instructional purposes.
 - () 2. Office area and office equipment are provided for consultation and administration.
 - () 3. Audiovisual equipment is available, including darkening devices.
 - () 4. The vocational agriculture department provides a telephone for use of the instructor in providing administration and supervision of the vocational agriculture program.
 - () 5. The classroom provides a minimum area of seven hundred square feet with no less than a minimum width of twenty-four feet.
 - () 6. The classroom and shop are adequately equipped, including reference library to provide instruction on the agricultural subjects which are commensurate with the times.
 - () 7. There is adequate heating, lighting, and ventilation to provide the proper working situation for students.

Department Programs and Plans

- () 1. An annual written program of work is prepared which includes objectives, survey of the community, instructional procedure, and other factors necessary for a sound vocational agriculture program.

- 2. The program of the department includes objectives, the goals that are making a definite contribution to the agricultural development in production agriculture and agribusiness, and the rural welfare of the community.
- 3. Evidence is available of careful planning and scheduling for both class instruction and supporting activities.
- 4. The teacher has a good up-to-date course of study and is following it as evidenced by what he is actually including in the course of study in the students' vocational agriculture notebooks, individual folders, records and plans, books, and other supporting evidence.
- 5. The vocational agriculture library is up to date and has an adequate supply of reference books, bulletins, and visual materials to be used in teaching based upon the course of study. Community resources are being used as aids in teaching.

Organization and Administration

- 1. Instruction in vocational agriculture is available to the youth of the community who are interested in or concerned with agriculture and to adults now employed or desirous of entering an agricultural occupation.
- 2. An adequate travel and time allowance is budgeted to provide proper supervision for day school, adult, and young farmer programs.
- 3. Opportunities are provided for prospective vocational agriculture students to receive a clear understanding of the purposes and nature of the program before enrollment.
- 4. The department offers an instructional program for young and adult farmers in the community.
- 5. An advisory group assists the teacher in planning and developing the program. The teacher is allowed sufficient time to provide group and individual instruction for high school students, young and adult farmers, including the occupational programs.

Supervision

- 1. The teacher's schedule has at least forty hours per month available to be used for supervised farming programs and agricultural occupational experience programs. The teacher makes at least four supervised practice visits to each day school student during the year.

2. The supervised farming programs include the adoption of improved practices in home farm improvement projects. The supervised farming program of the student shows progress as evidenced by size, quality, increased net worth, and use of improved practices.

Records and Reports

1. There are adequate up-to-date records on each adult, young farmer, and day student enrolled.
2. Adequate up-to-date records of all official reports prepared by the department, or received by the department, are properly retained, such as preliminary reports, annual reports, young and adult farmer reports, annual FFA reports, and monthly travel reports.
-
3. The department has on file an up-to-date inventory of the department facilities including books and bulletins, instructional supplies, classroom equipment, shop equipment, and other property of the department or the FFA Chapter.

Evaluation

1. The instructor annually consults with key business people of the community and agricultural leaders to determine the proper direction of the program.
2. Periodic meetings are held with the school superintendent and principal on the proper management of the students, direction of the program, results, and other criteria.
3. A local advisory group is used in planning and revising the high school, young farmer, and adult farmer vocational agriculture program to meet modern needs.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

ART

Art should be thought of as more than courses and activities confined to an art workroom. It should enable pupils to see the relationship to all aspects of daily existence. In total, art can assist pupils to enhance their awareness of aesthetic values, develop manual dexterity, acquire an understanding of our culture, and provide guidance in the use of art forms in the home and community.

- Elem. 1. There is a planned art curriculum for all levels.
 Jr. H.
 Sr. H.
- Elem. 2. The art curriculum is broad and varied enough to
 Jr. H. allow a student to participate whatever his level
 Sr. H. of maturity.
- Elem. 3. A balanced curriculum consists of art appreciation,
 Jr. H. knowledge of art history and actual art work.
 Sr. H.
- Elem. 4. As the curriculum is organized, provision is made
 Jr. H. for a wide variety of materials and processes.
 Sr. H.
- Elem. 5. Student art work is displayed within the school.
 Jr. H.
 Sr. H.
- Elem. 6. Regularly scheduled art instruction by a certificated
 Jr. H. art teacher is held in a specially equipped art room.
 Sr. H.
- Elem. 7. The reasonable size of art classes is conducive to
 Jr. H. individualization of instruction.
 Sr. H.
- Elem. 8. In the art room there should be no less than fifty
 Jr. H. square feet of work space per pupil. Anything
 Sr. H. less than this prohibits or hampers student
 projects.
- Elem. 9. The art room is visually attractive.
 Jr. H.
 Sr. H.

- () Elem. 10. The room is flexible enough to be used by both
 () Jr. H. groups and individuals.
 () Sr. H.
- () Elem. 11. Provisions are made for adequate ceiling lighting,
 () Jr. H. flexible lighting over specialized work areas and
 () Sr. H. ample installation of baseboard or wall electrical
 outlets (110 and 220 volts).
- () Elem. 12. Heating and ventilation in the classroom are
 () Jr. H. satisfactory.
 () Sr. H.
- () Elem. 13. Adequate storage space is available. A minimum
 () Jr. H. of 350 square feet should be available in or
 () Sr. H. connected to the art room for supplies, equipment
 and work in progress. Both an open and closed
 storage area should be provided.
- () Elem. 14. Storage is available for two- and three-dimensional
 () Jr. H. objects. Also present are drawers, files and
 () Sr. H. cabinets. Provision is made for flammable mate-
 rials.
- () Elem. 15. Adequate water facilities are present with heavy-
 () Jr. H. duty traps and water resistant counters.
 () Sr. H.
- () Elem. 16. Satisfactory washing facilities are present and
 () Jr. H. placed in locations easily accessible to the
 () Sr. H. students' work area.
- () Elem. 17. The school budget reflects provision to secure and
 () Jr. H. adequately replace proper equipment and supplies for
 () Sr. H. the art program.
- () Elem. 18. Necessary equipment would include film, slides and
 () Jr. H. overhead projectors, projection screen, chalkboard,
 () Sr. H. ceramic kiln, electrical hot plate, jigsaw, paper
 cutter and basic hand tools.
- () Elem. 19. Source materials such as books, periodicals, color
 () Jr. H. prints and art objects are present. Likewise,
 () Sr. H. circulating and permanent exhibits of original
 works of students and professional artists are
 displayed.
- () Elem. 20. There is wall and cabinet display space for two-
 () Jr. H. and three-dimensional examples.
 () Sr. H.

Elem. 21. The art instructors are members of and actively
 Jr. H. support their professional organization.
 Sr. H.

Elem. 22. If the instructor handles the entire art assignment
 Jr. H. K-12, is he/she professionally qualified to teach
 Sr. H. at all levels?

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals in this area.

Local Evaluating Committee

1. _____
2. _____
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4. _____

BUSINESS EDUCATION

A large portion of Iowa's youth will work in the business world, and all of them will devote a significant part of their earnings to the purchase of goods and services. Courses within business education provide students opportunities to develop skills and competencies necessary to entering a vocation of their choice and to participate in those fundamental experiences and learnings which are concerned with the operation of our economic and business systems.

-
- 1. The department provides opportunities for students to prepare for gainful employment (vocational) and to help students acquire the necessary knowledge for their individual business experiences (personal use).
 - 2. The department objectives are reviewed periodically and updated to reflect changing business conditions and educational practices.
 - 3. The objectives of the department are a composite of the views of all members of the department.
 - 4. The business education department provides a printed curriculum guide which indicates the sequence of offerings to achieve the stated goal of the student.
 - 5. The curriculums are in a state of continuous revision and improvement based upon surveys and other sources of information that relate to the educational program.
 - 6. The program provides occupational training to meet the needs of the low-level student.
 - 7. The preparation of the faculty members is adequate and appropriate to the subject matter they teach.
 - 8. The faculty members assume membership and participation in professional organizations.
 - 9. The teachers are knowledgeable about the economic sector of society and provide planned experiences for students to develop an understanding of the free enterprise system.
 - 10. Provisions are made for individualized instruction.
 - 11. There are well-defined behavioral objectives provided for each class.

12. The instructors vary their classroom procedure.
13. Preparation is offered for:
- Stenographic positions
 - Clerical positions
 - Bookkeeping positions
 - Positions in marketing and distribution
14. The department members assist in department planning such as: equipment, purchases, development of curriculum, selection of students, and placement of students.
15. The teaching load allows the instructors adequate time for planning and preparation of materials.
16. The teaching load is reasonable in regard to number of preparations, student-teacher ratio, and extracurricular assignments.
17. The teacher selects textbooks that fulfill the needs of the students in their chosen career.
18. Teaching aids such as newspapers, magazines and reference books are used in the classroom.
19. Periodic surveys are made to be sure the classroom equipment is as modern as that which is used in business establishments.
20. There is a rotation plan of trade-in for machines in order to keep modern equipment in the classrooms.
21. Classrooms provide adequate space for effective instruction.
22. Safety measures are taken in regard to electrical outlets, wiring, and other potential hazards.
23. The instructional standards of the department meet the entry job standards which are required by business.
24. The department emphasizes the development of personal and social competencies which are necessary for successful employment.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
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DRIVER AND SAFETY EDUCATION

Program Organization and Administration

- () Elem. 1. Program philosophy has been developed by school board, administration, teachers, students and people from the community.
- () Jr. H.
- () Sr. H.

- () Elem. 2. Administrative approval has been given to the curriculum offerings in safety education.
- () Jr. H.
- () Sr. H.

- () Elem. 3. Program policies have been approved by the board of education.
- () Jr. H.
- () Sr. H.

- () Elem. 4. The safety education program is vertically and horizontally articulated.
- () Jr. H.
- () Sr. H.

- () Elem. 5. Periodic evaluation of the program is based on philosophy, related instructional objectives and the changing needs of the students.
- () Jr. H.
- () Sr. H.

- () Elem. 6. Funds have been budgeted to facilitate the achievement of program objectives.
- () Jr. H.
- () Sr. H.

- () Elem. 7. Teachers have taken advantage of inservice education opportunities during the past year.
- () Jr. H.
- () Sr. H.

- () Elem. 8. Personnel have been given the responsibility and authority to administer and supervise the program.
- () Jr. H.
- () Sr. H.

- () Elem. 9. A uniform accident reporting system is employed throughout the district.
- () Jr. H.
- () Sr. H.

- () Elem. 10. Adequate fire and tornado drills are held.
- () Jr. H.
- () Sr. H.

Safety Education Program Components and Levels Taught Grade Levels

- 1. Building and Grounds Safety _____
- 2. Careers in Safety _____

- 3. Disasters (Natural and Man Made) _____
- 4. First Aid _____
- 5. Home Safety _____
- 6. Recreation Safety _____
- 7. Recreational Vehicle Safety _____
- 8. Traffic Safety. _____
- 9. Water Safety. _____
- 10. Auto Passenger Safety _____
- 11. Bicycle Safety. _____
- 12. Driver Education. _____
- 13. Motorcycle Safety _____
- 14. Pedestrian Safety _____
- 15. School Bus Passenger Safety _____

Traffic Safety Education Program Information

- Elem. 1. The state curriculum guide has been used as the
 Jr. H. basis or reference for the elementary traffic
 Sr. H. safety program.

- Elem. 2. Traffic safety includes the study of traffic laws.
 Jr. H.
 Sr. H.

- Elem. 3. Acquisition of safe traffic skills is promoted by
 Jr. H. simulation activities and actual practice in a
 Sr. H. controlled situation.

- Elem. 4. Attitude development is a primary instructional
 Jr. H. objective.
 Sr. H.

- Elem. 5. Instructional objectives are based on student
 Jr. H. performance.
 Sr. H.

- Elem. 6. Lesson plans have been written for the classroom
 Jr. H. and behind-the-wheel activities of driver educa-
 Sr. H. tion.

3. What is being done to strengthen or improve the program.

4. Suggestions for long-range improvements.

5. Indicate major goals in this area.

Local Evaluating Committee

1. _____

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ENGLISH-LANGUAGE ARTS

The English-language arts program includes the essential communication skills of listening, speaking, reading, and writing and the content areas of language, literature, and media. Evaluation items dealing with program content are addressed to these areas. Also included are items on program organization, teaching strategies, evaluation, materials, and teaching conditions.

A separate section of the Self Evaluative Criteria is devoted to reading.

- | | | | |
|--------------------------|--------|----|--|
| <input type="checkbox"/> | Elem. | 1. | A written K-12 language arts curriculum has been developed or revised during the last five years. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | This written curriculum states the goals and objectives of the language arts program and implements the goals and objectives of the school philosophy. |
| <input type="checkbox"/> | Elem. | 2. | The program is carefully coordinated, both horizontally and vertically, so that instruction moves smoothly and logically from one grade level to another, K-12. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | 3. | There are regular, planned opportunities throughout the school year for language arts teachers to exchange ideas and plan curriculum together, both horizontally and vertically. All levels are included: elementary, junior high/middle, and senior high. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| | | 4. | The major goal of the K-12 program is to develop the maximum potential of each student at each grade level, regardless of ability or of vocational-educational plans. |
| <input type="checkbox"/> | Elem. | a. | The curriculum makes realistic provisions for student differences in ability, goals, and cultural values. Courses, units, and learning activities provide sufficient alternatives to accommodate these differences. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Elem. | b. | Special provisions are made, in course content and teaching strategies, for students who are gifted and talented in language arts. |
| <input type="checkbox"/> | Jr. H. | | |
| <input type="checkbox"/> | Sr. H. | | |

- Elem. c. Course offerings in the secondary program are
 Jr. H. numerous enough to meet the needs, interests,
 Sr. H. and capabilities of all students; different
 materials and methods are used in various
 offerings. Elective courses at the senior high
 level have been considered.
- Elem. 5. Instructional materials, both basic and supple-
 Jr. H. mentary, are adequate to support the program. These
 Sr. H. include print and nonprint materials in a variety
 of formats and a wide range of difficulty levels.
- Elem. 6. Instructional materials are free of racial, ethnic,
 Jr. H. and sexual bias.
 Sr. H.
- Elem. 7. The media center is adequate to support the language
 Jr. H. arts program.
 Sr. H.
- Elem. 8. There is a planned, sequential program for teaching
 Jr. H. and practicing library skills, K-12.
 Sr. H.
- Elem. 9. Independent and critical thinking, creativity
 Jr. H. and exploration are developed in students at all
 Sr. H. levels of the program.
- Elem. 10. Opportunities are provided for students to establish
 Jr. H. their own objectives and select their own learning
 Sr. H. activities.
- Elem. 11. Opportunities are provided for students to evaluate
 Jr. H. their own achievement.
 Sr. H.
- Elem. 12. Students are provided many opportunities to work in
 Jr. H. small groups and independently. The physical arrange-
 Sr. H. ment of classrooms encourages small group and
 independent activities.
- Elem. 13. There is a well-organized, sequential program of
 Jr. H. skill development at all levels, with sufficient
 Sr. H. diagnosis to reteach or reinforce a skill as it
 becomes necessary.
- Elem. 14. All language arts courses and classes include
 Jr. H. activities in each of the communication skills:
 Sr. H. listening, speaking, reading, and writing.

- Elem. 15. Listening is taught as a skill at each level.
 Jr. H. Opportunities are provided for many types of
 Sr. H. listening experiences: to gain information, to
analyze a point of view, to identify key ideas,
to receive enjoyment, etc.
- Elem. 16. Speaking is taught as a skill at each level.
 Jr. H. Instruction is sequential and coordinated across
 Sr. H. grade levels.
- Elem. 17. The program reflects the findings of linguistic
 Jr. H. science, particularly regarding the nature of
 Sr. H. language, the ways in which language is learned and
used, and the ways in which language changes.
- Elem. 18. Minimum attention is paid to isolated drill work
 Jr. H. in grammar, usage, mechanics, spelling, and
 Sr. H. vocabulary; maximum attention is paid to individual
diagnosis and practice.
-
- Elem. 19. Student papers are used to identify needs in
 Jr. H. usage, punctuation, capitalization, spelling and
 Sr. H. vocabulary. Opportunities are provided for
students to practice identified needs.
- Elem. 20. At all levels, the program provides an adequate
 Jr. H. amount of writing experiences and instruction
 Sr. H. suited to the ability of the students.
21. At all levels, the program provides an adequate
variety of writing experiences and instruction.
- Elem. a. Sufficient practice is provided in writing all
 Jr. H. forms of discourse: narrative, descriptive,
 Sr. H. expository, and persuasive.
- Elem. b. Sufficient practice is provided in imaginative
 Jr. H. or personal writing, i.e. "creative writing."
 Sr. H.
- Elem. c. Sufficient practice is provided in "practical"
 Jr. H. writing: simple reports, writing examinations,
 Sr. H. friendly and business letters, etc.
- Elem. 22. Examples of student writing are discussed in class
 Jr. H. and used as learning devices.
 Sr. H.
- Elem. 23. Writing experiences are planned to correlate with
 Jr. H. personal experiences, literature, language, and
 Sr. H. content area subjects.

- Elem. 24. Evaluation of writing is positive rather than
 Jr. H. negative; particular problems, rather than all
 Sr. H. problems, are dealt with in specific papers.
- Elem. 25. The teaching of reading skills is coordinated
 Jr. H. with the language arts program where appropriate.
 Sr. H.
- Elem. 26. A major goal of the literature program is to help
 Jr. H. students develop a life-long interest in literature
 Sr. H. and a desire to participate in experiences related
 to literature.
- Elem. 27. Literature study and other activities involving
 Jr. H. reading are planned to accommodate a wide range
 Sr. H. of student abilities. Able readers are challenged
 and less able readers are not given impossible
 tasks.
- Elem. 28. The literature program helps students develop
 Jr. H. criteria for evaluating literature.
 Sr. H.
- Elem. 29. Individualized reading is an integral part of
 Jr. H. the total language arts program.
 Sr. H.
- Elem. 30. The program includes instruction in understanding
 Jr. H. and evaluating the mass media.
 Sr. H.
- Elem. 31. Audiovisual materials are adequate to support
 Jr. H. instruction in the mass media.
 Sr. H.
- Elem. 32. There is a plan for evaluating the total
 Jr. H. language arts program.
 Sr. H.
- Elem. 33. The evaluation process is broadly based. It
 Jr. H. includes formal, standardized testing and
 Sr. H. informal methods such as teacher-made tests,
 questionnaires, work samples and teacher observa-
 tion.
- Elem. 34. The evaluation process is used primarily to identify
 Jr. H. specific strengths and weaknesses of students and
 Sr. H. plan appropriate programs for them.
- Elem. 35. The evaluation process is used to evaluate the
 Jr. H. program and to strengthen it as needed through
 Sr. H. modification and revision.
- Elem. 36. Assessment of student progress and achievement
 Jr. H. includes self-evaluation and peer-evaluation.
 Sr. H.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate the major goals for this area.

Local Evaluating Committee

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FOREIGN LANGUAGE

The foreign language program in today's schools may include both classical and modern languages. The study of another language usually brings about a greater understanding of other people and cultures. The language taught at the local level should satisfy the needs and goals of the district.

- | | | | |
|--------------------------|--------|-----|--|
| <input type="checkbox"/> | Jr. H. | 1. | Foreign language offerings are available to all |
| <input type="checkbox"/> | Sr. H. | | students interested in foreign language. |
| <input type="checkbox"/> | Jr. H. | 2. | A two or more year sequence in foreign language |
| <input type="checkbox"/> | Sr. H. | | is available for students desiring it. |
| <input type="checkbox"/> | Jr. H. | 3. | If a program is available in the elementary school, |
| <input type="checkbox"/> | Sr. H. | | allowance is made so that it can be continued in |
| | | | the secondary school. |
| <input type="checkbox"/> | Jr. H. | 4. | Provision is made for the development of and ability |
| <input type="checkbox"/> | Sr. H. | | to understand and speak the language. |
| <input type="checkbox"/> | Jr. H. | 5. | Provision is made for the development of ability |
| <input type="checkbox"/> | Sr. H. | | to read and write a language. |
| <input type="checkbox"/> | Jr. H. | 6. | There is little talk in English about the language. |
| <input type="checkbox"/> | Sr. H. | | |
| <input type="checkbox"/> | Jr. H. | 7. | Adequate preparation and planning is made for each |
| <input type="checkbox"/> | Sr. H. | | class that allows each pupil to participate. |
| <input type="checkbox"/> | Jr. H. | 8. | Instruction is adapted to the needs and ability of |
| <input type="checkbox"/> | Sr. H. | | individual students. |
| <input type="checkbox"/> | Jr. H. | 9. | Audiovisual materials are effectively used in the |
| <input type="checkbox"/> | Sr. H. | | classroom and a variety of instructional materials |
| | | | are provided. |
| <input type="checkbox"/> | Jr. H. | 10. | The language curriculum is periodically evaluated |
| <input type="checkbox"/> | Sr. H. | | and revised. |
| <input type="checkbox"/> | Jr. H. | 11. | Continuing enrollments reflect good carry-over |
| <input type="checkbox"/> | Sr. H. | | and holding power. |
| <input type="checkbox"/> | Jr. H. | 12. | Two units are offered annually of a given language. |
| <input type="checkbox"/> | Sr. H. | | |

5. Indicate the major goals for this area.

Local Evaluating Committee

1. _____

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GUIDANCE SERVICES

Guidance is that part of the total educational program designed to foster maximal development of individual potentialities by providing early and continual assistance to youth as they consider various choices, make decisions and accept the adjustments all must make as they move through life.¹

District Level

- 1. Philosophy - A district-wide statement of guidance philosophy which includes the program definition, goals and objectives, and guidelines for implementing the program of guidance services has been developed and adopted (elementary, junior high, and senior high).
- 2. Articulation and Coordination - Provisions have been made for vertical and horizontal articulation and coordination between the various program levels (elementary, junior high, and senior high).
- 3. Budget - Specific and adequate budget provisions, including access to and procedures for their use, have been made for the program of guidance services.
 - a. Elementary
 - b. Junior High/Middle School
 - c. Senior High
- 4. Testing Program - A long-range program of systematic, periodic testing and evaluation of all pupils enrolled, coordinated throughout all elementary and secondary school grades, has been developed, and such program has been adopted by the board of education.
- 5. Pupil Records - A dual system of pupil records which includes (a) an accurate and complete permanent office record on each pupil enrolled, separately housed and maintained, and (b) a cumulative record (housed in the guidance office in grades 7-12) readily available to all directly concerned professional staff members established and functioning well.

¹Guidance Services: Suggested Policies for Iowa Schools, State of Iowa, 1971.

- 6. Orientation - Provisions have been made to (a) orient all students at each educational level to the program of guidance services available, and (b) assist through orientation activities the student's transition between the various educational levels.
- 7. Inservice - A program of inservice education is provided to (a) acquaint the entire staff with the program of guidance services, and (b) assist the staff with their responsibilities in carrying out the various guidance functions.
- 8. Facilities - Guidance facilities which provide for privacy of communication are available for each counselor.
- 9. Use of Counselor Time - All counselors are free from those administrative responsibilities which may detract from desirable relations with pupils, teachers, parents and members of the community.
- 10. Guidance Committee - A system-wide guidance committee actively involved in establishing direction for the total program of guidance services is available and functioning.

Secondary Level (7-12)

_____ Secondary school enrollment.
 _____ Number of counselor Units (one full-time counselor = one counselor unit).

- 1. Appraisal Service - An appraisal service directed toward positive student development and toward the goal of increased self-understanding and self-acceptance is available and functioning.
 - a. Appraisal service information is utilized by teachers and counselors to increase student self-understanding through classroom activities, and to assist teachers in their follow-through on implementation of decisions reached by students.
 - b. The interview is employed to assist the individual to reveal thoughts, feelings, attitudes, preferences, hopes and desires not easily identified through the use of other appraisal devices.
 - c. Parent contacts such as parent conferences and home visitations are used to help understand the student better through understanding his home and family background.

- d. Other devices, such as cumulative records, standardized tests, student data questionnaires, rating scales, autobiographies, sociograms, anecdotal records, and health records are utilized in the appraisal process.
2. Information Service - An information service which provides for the collection, organization, and dissemination of environmental information is available and functioning.
- a. Current materials on all types of postsecondary education/training opportunities are readily available to students, faculty and parents.
- b. Current and extensive materials on career opportunities which include data on working conditions, educational and/or other requirements, and so forth are readily available to students, faculty, and parents. These materials are national as well as state and local in their scope.
-
- c. Adequate provisions have been made to house, maintain and update all educational and career materials, including bulletin boards or other wall space for guidance posters and other pertinent guidance advertising.
- d. The faculty is aware of and utilizes the materials available in advising individual students as well as with class groups as they approach common problems.
- e. The counselor(s) coordinates the faculty utilization of educational career materials.
3. Counseling Service - A counseling service is available that affords the student the opportunity to (a) broaden his perspective regarding himself and his opportunities through providing him with pertinent information of which he was previously unaware, (b) provide a means for self-reflection and self-exploration where he can think about himself in light of the new information he has gained through counseling, and (c) provide direct assistance to him in the decision-making process through helping him integrate the content of counseling into specific courses of action which he sees as appropriate for himself.
- a. The counseling service makes available a relationship in which the student may express his values, knowledge, attitudes, and feelings.

- b. Counseling is viewed as a process in which the counselor is aware not only of the student but of himself as an instrument in the student's self-development.
- c. The school counselor has in his background of professional preparation a sound, supervised practicum experience.
- 4. Placement Service - A comprehensive placement service is available to assure that the individual has access to all possible placement opportunities.
 - a. The educational placement service assists all students by providing them with information, materials and resources necessary for making educational decisions.
 - b. The vocational placement service combines the input of the counseling and the career education staff to provide the individual with a comprehensive and effective service.
 - c. The counselor is involved in the identification of individuals with social adjustment needs and is an active resource in effecting appropriate social activities commensurate with identified needs.
- 5. Research - The guidance program includes an effective research service concerned with the study of student needs and how well school services and activities are meeting those needs.
 - a. The counselor takes a leadership role in determining the needs for research, initiates research studies, dissemination and evaluation of the findings.
 - b. Logitudinal and cross-sectional follow-up studies of graduates and dropouts are conducted.
 - c. Studies are conducted to determine characteristics and needs of students as well as student evaluations of their total educational experience, especially of the program of guidance services.
 - d. An ongoing assessment of the strengths and weaknesses of the guidance program in relation to its objectives.

- 6. Services to Students in Groups - The guidance services program provides planned group guidance activities and opportunities for all pupils.
 - a. Information-giving group activities are planned and utilized.
 - b. Instructional-discussion group activities usually focusing on a life adjustment situation are available.
 - c. Problem-oriented group activities are used with students identified as having common problems.
 - d. Free discussion groups are available to students who wish to voluntarily meet to discuss their problems as they identify them.

- e. Counseling groups are available to those students who may benefit from the counseling relationship and the dynamics of the group situation.
- f. Only staff members who are prepared in group procedures are utilized in positions of leadership in group guidance activities, with the counselor assuming a major leadership responsibility in the development of group processes.
- 7. Counselor-Community Relations and Referral - The guidance effort includes an effective program of public relations which recognizes the interdependency of home, community and school. In addition, referral sources and procedures are being utilized.
 - a. The counselor knows the community and takes an active part in community affairs, and has established close working relationships with personnel from various agencies and organizations.
 - b. The counselor coordinates the use of referral services by assisting students and their parents in developing their awareness and utilization of these services.
 - c. The counselor provides leadership and encouragement in the development and/or extension of community activities for meeting special student needs that are not already adequately met.
- 8. Adequate secretarial assistance is provided for the counseling staff.

Elementary Level (K-6)

____ Elementary school enrollment
____ Number of counselor Units (one full-time counselor = one
____ counselor unit).

1. Section 3.5(16) of the Standards for Approval of Schools states: "Guidance services in elementary schools. The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development." Provisions of this section of the Standards have been met.
2. An organized program of guidance services (employing approved elementary school counselors) is functioning at the elementary school level.
3. Adequate secretarial assistance is provided the counseling staff.
4. There is an ongoing assessment of the strengths and weaknesses of the guidance program in relation to its objectives.
5. Counseling - Individual counselor-pupil conferences are conducted providing a helping relationship for the expression and exploration of the pupil's values, interests, attitudes, and feelings.
- a. In working with pupils the counselor utilizes such methods as play media, role playing, and open-end stories.
- b. The counselor works with pupils in group situations, both small groups and classroom.
- c. The counselor spends some time with pupils out of the office, e.g., halls and playground.
6. Consulting - The counselor functions in a consulting role with teachers to create better understanding of children through cooperative planning of appropriate classroom experiences to meet individual needs.
- a. Adequate opportunity for consultation with faculty members is provided.
- b. The counselor is a consultant to parents, individually and in small groups, in regard to social, emotional and educational concerns experienced by their children.

- c. The counselor consults with specialists within the school and community to secure their special help in meeting the various needs of children.
7. Coordinating - The counselor brings the efforts of all participants in the educative process together and focuses them upon the needs of each individual child. In doing this the counselor functions as the coordinator of the total pupil personnel services team.
- a. All teachers in the school are familiar with the services of the counselor.
- b. The importance of good working relationships among all staff members so that each may contribute to the effectiveness of the pupil's school experience is recognized.
-
- c. Referral procedures are sufficiently defined so that all staff members are aware of their particular roles in this process.
8. If there is no organized program of guidance services at the elementary level, the need for these services is recognized by the:
- a. Administration.
- b. Staff.
9. Plans for implementing an organized program of guidance services with the employment of counselors are being formulated.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate the major goals for this area.

Local Evaluating Committee

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HEALTH EDUCATION

There is a growing belief that future advances in improving the nation's health will result from personally initiated actions that are directly influenced by the individual's health related attitudes, beliefs and knowledge. School health education can make vital contributions in this area. By addressing health and health related problems throughout the school years, students are continuously encouraged to develop a life style that fosters health.

This school district:

-
- | | | |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem. | 1. Provides opportunities to clarify values and |
| <input type="checkbox"/> | Jr. H. | develop attitudes toward health which create a |
| <input type="checkbox"/> | Sr. H. | sense of personal responsibility for one's health. |
| <input type="checkbox"/> | Elem. | 2. Provides opportunities to develop understanding of |
| <input type="checkbox"/> | Jr. H. | growth and development. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Encourages pride in developing and maintaining |
| <input type="checkbox"/> | Jr. H. | health. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Provides a judicious attitude toward health |
| <input type="checkbox"/> | Jr. H. | services and health products. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Promotes a positive awareness of the health and |
| <input type="checkbox"/> | Jr. H. | safety aspects of children's daily living. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Provides opportunities to acquire knowledge of and |
| <input type="checkbox"/> | Jr. H. | to discuss current health issues. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Provides opportunities to understand the community |
| <input type="checkbox"/> | Jr. H. | health and medical personnel, agencies and organiza- |
| <input type="checkbox"/> | Sr. H. | tions and their relationships to individual health |
| | | status. |
| <input type="checkbox"/> | Elem. | 8. Provides a physically safe and comfortable environ- |
| <input type="checkbox"/> | Jr. H. | ment in the school. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Promotes cooperation of pupils and employees to |
| <input type="checkbox"/> | Jr. H. | maintain a reasonably clean building. |
| <input type="checkbox"/> | Sr. H. | |

4. Identify any community resources (personnel and materials) utilized in health education.

5. Identify school policies which relate to health education and describe implementation.

6. Identify opportunities for pupils to study (a) consumer education, (b) family and personal living, and (c) specific sex education in relation to pupils' individual health.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate the major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

HOME ECONOMICS

Consumer and homemaking programs are designed to prepare individuals for the role of homemaker and to contribute to the employability of persons in the dual role of homemaker and wage earner. Offerings provide for development of competencies essential to the establishment of satisfying personal, home, and family life.

- | | | | |
|--------------------------|--------|-----|---|
| <input type="checkbox"/> | Jr. H. | 1. | An overall home economics advisory committee with |
| <input type="checkbox"/> | Sr. H. | | broad community representation is functioning. |
| <input type="checkbox"/> | Jr. H. | 2. | The recommendations of the advisory committee are |
| <input type="checkbox"/> | Sr. H. | | given consideration in the formulation of the program. |
| <input type="checkbox"/> | Jr. H. | 3. | To facilitate effective operation, duties and |
| <input type="checkbox"/> | Sr. H. | | responsibilities of the advisory committee are outlined in writing; the committee meets regularly and as the need arises, and minutes of meetings are available. |
| <input type="checkbox"/> | Jr. H. | 4. | Long-range plans are utilized in determining priorities and financing home economics programs. |
| <input type="checkbox"/> | Jr. H. | 5. | Instructional plans are made for the year, the unit and the day. |
| <input type="checkbox"/> | Jr. H. | 6. | Methods and techniques of teaching used are in keeping with new developments and trends in education. |
| <input type="checkbox"/> | Jr. H. | 7. | Written courses of study have been developed for all offerings including clearly defined objectives stated in behavioral terms. |
| <input type="checkbox"/> | Jr. H. | 8. | Consumer aspects are emphasized in all courses. |
| <input type="checkbox"/> | Jr. H. | 9. | Learning experiences are geared to preparing for the dual role in both living and earning a living. |
| <input type="checkbox"/> | Jr. H. | 10. | A youth organization is an integral part of the classroom program and provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to develop leadership and citizenship. |
| <input type="checkbox"/> | Jr. H. | 11. | Systematic procedures are maintained for budgeting |
| <input type="checkbox"/> | Sr. H. | | accurate recording of purchases and inventories. |

- () Jr. H. 12. A significant proportion of students have been
() Sr. H. enrolled in the program.
- () Jr. H. 13. Equipment is arranged in such a manner as to empha-
() Sr. H. size safety, function, and class control.
- () Jr. H. 14. Equipment is modern and representative of that being
() Sr. H. used in industries and homes.
- () Jr. H. 15. A variety of materials and equipment provides oppor-
() Sr. H. tunities for comparison in consumer and management
activities.
- () Jr. H. 16. Materials and supplies are stored in a systematic
() Sr. H. manner.
- () Jr. H. 17. New equipment is acquired as needed and obsolete
() Sr. H. and irreparable equipment is properly disposed of
and replaced.
- () Jr. H. 18. Light, heat, and ventilation are adjustable.
() Sr. H.
- () Jr. H. 19. The department is attractive, inviting, clean and
() Sr. H. orderly.
- () Jr. H. 20. The facility space allocation is adequate for the
() Sr. H. purposes of the instructional program.
- () Jr. H. 21. There is space and equipment for: individual study,
() Sr. H. skill development, demonstration, conference, small
and large group discussion.
- () Jr. H. 22. The social and cultural needs of students are con-
() Sr. H. sidered in the selection of library materials and
audiovisual aids.
- () Jr. H. 23. Library and instructional materials are filed in such
() Sr. H. a manner that they are readily available to students
and teachers.
- () Jr. H. 24. Existing resources in homes, schools, and community
() Sr. H. have been utilized to enrich the program.
- () Jr. H. 25. The program is reviewed periodically and changes
() Sr. H. are made to adapt it to the present needs for
personal home and family living or for occupational
preparation.
- () Jr. H. 26. Continuous evaluation in terms of program objectives
() Sr. H. is used to measure pupil growth.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

INDUSTRIAL EDUCATION

Industrial arts - A study of industrial technology.

The industrial arts program provides students with opportunities for the development of knowledge, skills, and attitudes relating to industry and its supporting technologies. The program should also assist students in the assessing of their self-potential for possible future occupations in the industrial sector of our economy.

-
- Elem. 1. ~~The industrial arts program provides opportunities~~
 Jr. H. for the student to learn about industry and it's
 Sr. H. supporting technologies and to assess self-potential
for possible future careers in the industrial sector
of our economy.
 - Elem. 2. Elementary school industrial arts provides students
with insight into, and an awareness of, our indus-
trial-technical society.
 - Elem. 3. At the elementary level, students are engaged in
learning activities which are active, constructive,
enjoyable, of brief duration, and related to the
general objectives of the elementary school, indus-
trial arts, and career education.
 - Jr. H. 4. Courses in industrial arts at the junior high level
provide exploration of the adult world of work, the
economics of industrial occupations, and aid signif-
icantly in the development of self concepts.
 - Jr. H. 5. Courses at the junior high level provide exploratory
experiences in at least two of the following indus-
trial systems: communication systems, production
systems, and energy systems.
 - Sr. H. 6. At the senior high level, courses are available to
the students for in-depth exploration and beginning
specialization in production systems, communication
systems, and energy system clusters.
 - Sr. H. 7. At the senior high level, opportunities are avail-
able for further individual exploration, specializa-
tion, research and development.

- () Elem. 8. Because of the differences in pupil learning styles
 () Jr. H. and teacher proficiencies, varied instructional
 () Sr. H. methods are continually evaluated and implemented.
- () Elem. 9. Individual teachers, curriculum committees, and
 () Jr. H. administrators strive to continually evaluate and
 () Sr. H. refine the industrial arts curriculum.
- () Elem. 10. The industrial arts department's budget is suffi-
 () Jr. H. cient to adequately carry out a complete program.
 () Sr. H.
- () Elem. 11. The location of the industrial arts shop is in
 () Jr. H. harmony with the rest of the school plant and cur-
 () Sr. H. riculum.
- () Elem. 12. There are sufficient outside entrances which will
 () Jr. H. provide for easy access to supplies, equipment,
 () Sr. H. and projects.
- () Elem. 13. An average of one hundred and fifty square feet of
 () Jr. H. floor space is provided for each student.
 () Sr. H.
- () Elem. 14. The shop area is well-lighted with no glare or
 () Jr. H. shadow.
 () Sr. H.
- () Elem. 15. There are adequate exhaust facilities to eliminate
 () Jr. H. all dust, fumes, and gasses.
 () Sr. H.
- () Elem. 16. Proper fire prevention measures are in force, such
 () Jr. H. as fire extinguishers of proper size and type, fire
 () Sr. H. blankets, fireproof storage for combustible materials,
 and fire exits that are kept clear.
- () Elem. 17. The layout of the shop area is such that the instruc-
 () Jr. H. tor has constant surveillance of the entire shop
 () Sr. H. stations at all times.
- () Elem. 18. Washing facilities are adequate in size and located
 () Jr. H. to facilitate the smooth flow of classes.
 () Sr. H.
- () Elem. 19. Proper safety regulations in accordance with IOSHA
 () Jr. H. and Iowa's School Laws are enforced at all times
 () Sr. H. such as guards on machines, adequate floor space
 for each work area, safety glasses, electrical
 switches easily accessible; and students know all
 emergency procedures.

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

MATHEMATICS

Completion of this section dealing with the K-12 mathematics program will be accomplished by utilization of an A-F rating scale for the following seven categories: (1) Mathematics Curriculum Development (2) Instructional Strategies, (3) Instructional Materials, (4) Evaluation, (5) Student Involvement, (6) Staff Development and (7) Facilities.

Mathematics Curriculum Development

- | | | |
|--------------------------|--------|---|
| <input type="checkbox"/> | Elem. | 1. The mathematics program reflects the district's philosophy statement. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. The mathematics program reflects the district's educational goals. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. The mathematics program reflects current content innovation, current teaching methods, and the findings of research. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The mathematics program (courses and course content) are vertically articulated to insure continuity and comprehensive coverage of content. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Where mathematics concepts are spiraled out through successive levels, repetition is avoided, and expanded concepts are offered as fresh, relevant material. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. The mathematics program is horizontally articulated with the content of other subject areas. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. There is a well-organized, sequential program of skill development at all levels with sufficient diagnosis of the individual student's progress for reinforcing or reteaching a skill as it becomes necessary. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Courses stress the understanding and appreciation of the structure and beauty of mathematics. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Courses stress understanding and proper use of mathematical symbols. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Elem. 10. Courses are available to meet the students' academic
 Jr. H. and vocational needs.
 Sr. H.

Elem. 11. Special consideration is given, in course content,
 Jr. H. for students who have exceptional abilities or
 Sr. H. disabilities in learning mathematics.
Comment:

12. What offerings should be provided that are not included in the present program?

Elem.:

Jr. H.:

Sr. H.:

Elem. 13. Written K-12 course guides are updated as needed
 Jr. H. to insure the implementation of the stated goals
 Sr. H. and objectives of the curriculum of the school.

Elem. 14. Course guides include unit outlines, suggested
 Jr. H. activities, resource materials, and evaluation aids.
 Sr. H.

Instructional Strategies

Elem. 1. Instruction is adjusted to the differing needs of
 Jr. H. children. Various levels of ability are accommo-
 Sr. H. dated at the same age or level.

Elem. 2. Students are provided opportunities to work in
 Jr. H. small groups and independently. The physical
 Sr. H. arrangement of the rooms encourages total class
instruction, small group instruction, and independ-
ent activities.

Elem. 3. Extensive use is made of varied materials, situa-
 Jr. H. tions, and experiences to stimulate understanding of
 Sr. H. mathematical concepts and relationships.

Elem. 4. Activity oriented learning experiences are used when
 Jr. H. appropriate. Concrete and semi-concrete materials
 Sr. H. are used in conjunction with the textbook.
Comment:

() Elem. 5. Special consideration is given, in teaching strategies, for students who have exceptional abilities or disabilities in learning mathematics.
() Jr. H.
() Sr. H.
Comment:

() Elem. 6. Enrichment in breadth and depth is a means used to meet individual differences.
() Jr. H.
() Sr. H.

() Elem. 7. Students are encouraged to supplement classroom activities in mathematics by using the school library or the mathematics resource center.
() Jr. H.
() Sr. H.

() Elem. 8. Examples from the local area are used to provide practical applications of mathematics.
() Jr. H.
() Sr. H.

() Elem. 9. Opportunity is provided for students to organize and analyze raw data and interpret the results.
() Jr. H.
() Sr. H.

() Elem. 10. Instruction in mathematics is coordinated with that in other subjects.
() Jr. H.
() Sr. H.

Instructional Materials

() Elem. 1. Supplementary instructional materials (print and non-print--including posters, charts, audiovisual materials, concrete "hands-on" materials) are available.
() Jr. H.
() Sr. H.

() Elem. 2. Media and materials are adjusted to the differing needs of children. Various levels of ability are accommodated at the same age or level.
() Jr. H.
() Sr. H.

() Elem. 3. To what extent are the instructional equipment and materials used?
() Jr. H. Explain:
() Sr. H.

() Elem. 4. Supplementary reference materials which emphasize applications of mathematics are provided.
() Jr. H.
() Sr. H.

() Elem. 5. Professional periodicals including some that are directed to the students are available such as The Mathematics Teacher, The Arithmetic Teacher or The Mathematics Student Journal.
() Jr. H.
() Sr. H.

- Elem. 6. A variety of general and technical reference materials are available to the mathematics staff.
- Jr. H.
- Sr. H.

Evaluation

- Elem. 1. There is a plan for evaluating the total mathematics program and for strengthening it as needed through modification and revision.
 - Jr. H.
 - Sr. H.
- Comment:

- Elem. 2. Student progress is evaluated in light of objectives identified by the school.
- Jr. H.
- Sr. H.

- Elem. 3. The evaluative process makes provision for individual differences.
- Jr. H.
- Sr. H.

- Elem. 4. To what extent are evaluation results used to identify the strengths and weaknesses of each student?
 - Jr. H.
 - Sr. H.
- Comment:

5. Evaluation techniques include:

- Elem. a. Measurement of student achievement levels with respect to both understanding and skills.
- Jr. H.
- Sr. H.

- Elem. b. Measurement of student growth with respect to both understanding and skills.
- Jr. H.
- Sr. H.

- Elem. c. Measurement of student growth in ability to organize and to generalize.
- Jr. H.
- Sr. H.

- Elem. d. Tests designed to determine the student's ability to use knowledge in new situations.
- Jr. H.
- Sr. H.

6. Describe the mathematics testing program.

Elem.:

Jr. H.:

Sr. H.:

Student Involvement

Elem. 1. The mathematics teacher assists the counselor in
 Jr. H. advising students about mathematics and is helping
 Sr. H. each student select a program of study which best
meets his needs.

Elem. 2. Students are informed about professional and voca-
 Jr. H. tional opportunities in mathematics.
 Sr. H.

Elem. 3. Students are encouraged to evaluate their own
 Jr. H. achievement and progress in mathematics.
 Sr. H.

Elem. 4. To what extent are students electing courses beyond
 Jr. H. those that are required.
 Sr. H.

Staff Development

Elem. 1. There is a regular procedure for teachers to plan
 Jr. H. together to develop a sequential program in math-
 Sr. H. ematics.
Explain:

Elem. 2. Teachers from various grade levels plan together to
 Jr. H. develop a sequential program in mathematics.
 Sr. H.

Elem. 3. Teachers at the same grade level work together to
 Jr. H. develop the mathematics program at that level.
 Sr. H.

Elem. 4. Inservice training and retraining of the staff is
 Jr. H. accomplished through: mathematics workshops, insti-
 Sr. H. tutes, conferences, professional meetings, inservice
programs, and graduate study.
Comment:

Facilities

Elem. 1. How adequate are the space provisions for present
 Jr. H. class enrollment?
 Sr. H. Comment:

Elem. 2. How adequate are the areas provided for student-
 Jr. H. teacher conferences?
 Sr. H. Comment:

Elem. 3. How adequate are the areas provided for teachers
 Jr. H. for work space?
 Sr. H. Comment:

Elem. 4. How adequate are the storage facilities for equip-
 Jr. H. ment and supplies?
 Sr. H. Comment:

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program.

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

MEDIA CENTER

The term media center is used for library, instructional materials center, educational media center or any other term used to designate the center(s) and services formerly included under library and audiovisual services.

Staff

- | | | |
|--------------------------|--------|---|
| <input type="checkbox"/> | Elem. | 1. The media center is provided adequate clerical assistance. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <hr/> | | |
| <input type="checkbox"/> | Elem. | 2. Adequate technical support is provided for the media program. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. The professional media center staff is adequate to serve the needs of the school. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The professional media staff has training in the preparation and use of nonprint materials. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. The professional media staff has training in the selection, organization and administration of print and nonprint instructional materials. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Facilities

- | | | |
|--------------------------|--------|---|
| <input type="checkbox"/> | Elem. | 1. The media center has adequate space and appropriate furniture for the number of students served. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. The media center has adequate shelving for all types of materials. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. The media center has space available for small group conferences. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The media center provides for individual viewing, listening and programmed instruction. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. The media center has adequate space for office, storage, and staff work area. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- () Elem. 6. The media center has adequate space, equipment,
 () Jr. H. and supplies available for production and duplica-
 () Sr. H. tion of audiovisual materials.
- () Elem. 7. The media center is located so it is readily
 () Jr. H. accessible to all students.
 () Sr. H.
- () Elem. 8. The physical arrangement reflects a concern for
 () Jr. H. functional relationships between the different
 () Sr. H. areas of the center.

Organization and Administration

- () Elem. 1. The school's media program is coordinated under a
 () Jr. H. single media professional.
 () Sr. H.
- () Elem. 2. Instructional materials and equipment are requested,
 () Jr. H. ordered, processed, and administered by media center
 () Sr. H. personnel.
- () Elem. 3. A policy and procedure for selection and review of
 () Jr. H. materials prepared with media center personnel
 () Sr. H. involvement is part of school board policy and
 administrative procedure.
- () Elem. 4. Teachers and students participate in the materials
 () Jr. H. selection process.
 () Sr. H.
- () Elem. 5. The books are indexed in a card catalog by author,
 () Jr. H. title and subject and classified by a state-approved
 () Sr. H. system with a shelf list being maintained.
- () Elem. 6. Nonprint materials are indexed in the card catalog
 () Jr. H. by a state approved system with a shelf list being
 () Sr. H. maintained.
- () Elem. 7. The media center maintains an inventory of audio-
 () Jr. H. visual equipment with accompanying procedures for
 () Sr. H. circulation and maintenance.
- () Elem. 8. A media staff member serves on curriculum committees.
 () Jr. H.
 () Sr. H.
- () Elem. 9. Provisions are made to actively involve media center
 () Jr. H. personnel in the teaching-learning process.
 () Sr. H.

- () Elem. 10. Teachers and students regularly receive information
 () Jr. H. about available resources including those in the
 () Sr. H. community and from other agencies and their potential
 for classroom use.
- () Elem. 11. Media center personnel participate in preparing the
 () Jr. H. budget for the media program.
 () Sr. H.
- () Elem. 12. Media center personnel have freedom to request the
 () Jr. H. purchase of materials and supplies throughout the
 () Sr. H. school year as authorized by the school budget.

Utilization

- () Elem. 1. Formal and informal instruction and guidance is
 () Jr. H. provided students in the use of materials, equip-
 () Sr. H. ment, and facilities.
- () Elem. 2. Formal instruction is a horizontally and vertically
 () Jr. H. articulated program.
 () Sr. H.
- () Elem. 3. Media personnel have sufficient time and opportunity
 () Jr. H. to work with teachers to make effective use of the
 () Sr. H. collection and facilities.
- () Elem. 4. Media personnel participate regularly in department
 () Jr. H. and team meetings.
 () Sr. H.
- () Elem. 5. Subject bibliographies, special collections of
 () Jr. H. materials, and displays are prepared for and with
 () Sr. H. teachers.
- () Elem. 6. Teachers and students are assisted with the prepara-
 () Jr. H. tion and duplication of audiovisual materials.
 () Sr. H.
- () Elem. 7. Use of the media center is limited to those acti-
 () Jr. H. vities requiring the resources of the center.
 () Sr. H.
- () Elem. 8. Individuals or groups of students use the media
 () Jr. H. center to engage in projects during regular class
 () Sr. H. periods.
- () Elem. 9. The frequency of use indicates teachers and students
 () Jr. H. are making appropriate use of resources available.
 () Sr. H.
- () Elem. 10. Teachers are aware of and using media services
 () Jr. H. provided by the area education agency media center.
 () Sr. H.

Resources (Materials and Equipment)

- | | | |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem. | 1. The size and scope of the book collection including reference materials is adequate to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 2. The collection of audiovisual materials is adequate to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Periodical subscriptions are of sufficient number and scope to implement curriculum objectives. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. The materials collections supplement the recreational interests of students. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. The media center maintains an organized vertical file. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. The collection of professional materials is adequate to meet staff needs. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. The media center provides a sufficient amount and variety of audiovisual equipment for use by individuals and small and large groups. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. An up-to-date community resource index is available. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Financial provisions are adequate to build and maintain up-to-date collections. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals in this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

MUSIC

Music is the fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for the creation, understanding and performance of music.

The program is designed to develop appreciation, knowledge and skills commensurate with inherent talent and ability.

- Elem. 1. Music instruction is available at all grade levels.
- Jr. H.
- Sr. H.

- Elem. 2. Facilities and equipment are available for carrying out the program of instruction.
- Jr. H.
- Sr. H.

- Elem. 3. Sufficient time is allowed in the school schedule for implementing the music program.
- Jr. H.
- Sr. H.

Organization of Program

- Elem. 1. The philosophy and objectives of the music education program are in keeping with the goals of the total educational program of the school.
- Jr. H.
- Sr. H.

- Elem. 2. The total music program is designed to provide experiences which will develop (a) understanding of the structure and function; (b) skill in listening to, performing, creating and judging; (c) cultural appreciation of; (d) positive attitudes toward music.
- Jr. H.
- Sr. H.

- Elem. 3. There is a sequentially developed series of musical experiences extending from grades K-12.
- Jr. H.
- Sr. H.

- Elem. 4. Experimentation and research are an integral part of the overall music program.
- Jr. H.
- Sr. H.

- Elem. 5. A creative approach to the use of the elements of music, instructional materials and student assignments is utilized in developing the music program.
- Jr. H.
- Sr. H.

- () Elem. 6. Public performances are designed primarily to provide musical growth for the students involved.
 () Jr. H.
 () Sr. H.
- () Elem. 7. The school and community needs are an important factor in defining the scope of the music program.
 () Jr. H.
 () Sr. H.
- () Elem. 8. Daily class instruction is carefully planned to achieve specific objectives of the course.
 () Jr. H.
 () Sr. H.
- () Elem. 9. Pupils' needs, interests, talents, and experiences are considered in planning learning activities.
 () Jr. H.
 () Sr. H.
- () Elem. 10. Pupils are given the opportunity to assist in planning learning activities.
 () Jr. H.
 () Sr. H.
- () Elem. 11. Has the district participated in a music program development project within the last five years?
 () Jr. H.
 () Sr. H.
- ___ Yes ___ No

If "yes" what was the nature of the work?

- ___ Course sequence
 ___ Course content
 ___ Instructional materials
 ___ Teaching methods
 ___ Other. Specify _____

Innovative and Experimental Approaches

- () Elem. 1. Provision is made for the integration of music theory, history, and appreciation in rehearsals of performing groups.
 () Jr. H.
 () Sr. H.
- () Elem. 2. Opportunities are provided for:
 () Jr. H.
 () Sr. H.
- ___ Live Professional Concerts
 ___ Live Amateur Concerts
 ___ Exchange Concerts
 ___ Other. Specify _____
- () Elem. 3. The number of pupils enrolled in all music courses and organizations scheduled within the school day (grades 9-12; i.e., high school level) compared to the total school population is _____%
 () Jr. H.
 () Sr. H.

Curriculum Services

- () Elem. 1. Is there a chairman of the music department?
 () Jr. H. _____ Yes _____ No
 () Sr. H.
- () Elem. 2. If "yes" does the chairman have a reduced teaching
 () Jr. H. load or receive extra compensation?
 () Sr. H. _____ Yes _____ No
- () Elem. 3. Is supervision and assistance provided as needed
 () Jr. H. (i.e., the new teacher: classroom teacher) in the
 () Sr. H. form of constructive evaluation and outside help?
 _____ Yes _____ No

- () Elem. 4. Inservice activities are provided by the school for
 () Jr. H. maintaining and stimulating teacher competency
 () Sr. H. through:

Other (Specify)

Times Per Year	Type
	Large Group Meetings or Workshops
	Small Group Meetings or Workshops
	Visits to Other Schools
	Provision for Attendance at State or National Conventions

Instructional Materials

- () Elem. 1. Criteria and procedures for the selection of mater-
 () Jr. H. ials have been established.
 () Sr. H.
- () Elem. 2. The school budget includes funds that provide for
 () Jr. H. new music materials and equipment.
 () Sr. H.
- () Elem. 3. The school budget includes funds that provide for
 () Jr. H. replacement and maintenance of those in current use.
 () Sr. H.
- () Elem. 4. The basic objectives of the program are considered
 () Jr. H. in the selection of materials and equipment.
 () Sr. H.

- () Elem. 5. Instructional materials and methods are varied to
 () Jr. H. meet individual differences and needs.
 () Sr. H.
- () Elem. 6. All of the materials are readily accessible to the
 () Jr. H. staff.
 () Sr. H.
- () Elem. 7. A variety of books, periodicals, performance and
 () Jr. H. reference materials are available to students and
 () Sr. H. teachers.
- () Elem. 8. Appropriate audiovisual equipment is available.
 () Jr. H.
 () Sr. H.
- () Elem. 9. Other sources of materials:
 () Jr. H.
 () Sr. H.

	Elementary	Secondary
Area Media Center		
County Library		
Public Library		

Physical Facilities

- () Elem. 1. Music rooms and facilities are of appropriate size,
 () Jr. H. design, and construction to accommodate the needs
 () Sr. H. of the general music program.
- () Elem. 2. Vocal and instrumental rehearsal rooms are adequate
 () Jr. H. in regard to:
 () Sr. H.
- _____ Size
 _____ Freedom of transmission of sound
 _____ Lighting
 _____ Ventilation
 _____ Heating
 _____ Acoustical treatment
 _____ Proximity and accessibility to auditorium and
 storage facilities
- () Elem. 3. Sufficient practice rooms of satisfactory size and
 () Jr. H. construction are provided.
 () Sr. H.
- () Elem. 4. Properly equipped offices are provided at the second-
 () Jr. H. ary level.
 () Sr. H.
- ___ Yes ___ No

- Elem. 5. Adequate storage space for equipment is provided.
 Jr. H.
 Sr. H.
- Elem. 6. Adequate storage space for supplies is provided.
 Jr. H.
 Sr. H.
- Elem. 7. Adequate space is provided for the music library.
 Jr. H.
 Sr. H.

Methods of Evaluation: Students and Program

- Elem. 1. Provision is made to use the standardized aptitude tests at periodic intervals.
 Jr. H.
 Sr. H.

Yes No

What grade levels? _____

- Elem. 2. Carefully constructed department and teacher-made tests are scheduled to evaluate student achievement in terms of basic objectives of the course.
 Jr. H.
 Sr. H.
- Elem. 3. Evaluation devices other than examinations are also used.
 Jr. H.
 Sr. H.
- Elem. 4. Cumulative records of pupils' participation and achievements in music activities are kept and used for counseling purposes.
 Jr. H.
 Sr. H.
- Elem. 5. Pupils are encouraged to evaluate their own musical performance, basic understandings, attitudes, musical judgments and values.
 Jr. H.
 Sr. H.
- Elem. 6. Evaluation procedures are used continually as a basis for revisions of course objectives and curriculum content.
 Jr. H.
 Sr. H.
- Elem. 7. Parents and other laymen are kept informed as to the nature of the program, its strengths and weaknesses, and changes that are made to improve it.
 Jr. H.
 Sr. H.

Outcomes (For those who have participated in the music program)

- Elem. 1. Students exhibit an understanding of music as an important part of their cultural heritage and are aware of its being one of the primary means of man's expression.
 Jr. H.
 Sr. H.
- Elem. 2. Students are articulate in music to some degree as vocalists and/or instrumentalists.
 Jr. H.
 Sr. H.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate the major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

OCCUPATIONAL PROGRAMS

The cooperative office occupation program is designed to offer junior and senior high school students the opportunity of gaining practical work experience in the areas of clerical, stenographers, secretarial, filing, accounting, computing, key punch, duplicating machines, etc. Students complete their required high school courses while spending half days in training stations that are directly related to their occupation preference.

Home economics occupations offerings are designed to prepare individuals for gainful employment in the field of home economics occupations. Programs provide for development of competencies in the appropriate home economics subject matter areas.

Distributive education identifies a program of education which offers instruction in the selling, marketing, and merchandising of goods and services for the purpose of improving distribution and upgrading employees. The program is designed to meet the needs of all students who have a vital interest in distribution. The program instruction is based on the findings of surveys of employment opportunities available in the area. Classroom instruction is correlated with the training the student receives on the job. Sufficient time is allowed for the coordinator to visit each student training position.

The trade and industrial program provides students with occupational preparation education for their chosen trade or industrial career through the use of the cooperative method. In this program students receive on-the-job training from a local industry and/or business, supervised by the coordinator, for at least one half of the school day. The remaining part of the school day the student is enrolled into classes at the school of which one to two hours is a "related" class taught by the coordinator of the program. Upon successful completion of the program, students should possess the skills, attitudes, and technical knowledge necessary to enter employment in the skilled trade for which they have been trained.

Multi-occupations is a program of education in which students are provided opportunities to prepare for their chosen career. The program is designed for students to work in an approved training station in any one of a variety of occupations, combined with related classroom instruction.

The above is a listing of various occupational programs found in Iowa schools. Use the section(s) which applies to your school. If you have more than one area, duplicate extra sheets for each occupational area.

Occupational area _____

- 1. The students have an occupational objective and are receiving training for that occupation.
- 2. The students are enrolled in a related class which is taught by the teacher-coordinator.
- 3. A skill related class has been taken or is being taken concurrently with the cooperative offering by each student.
- 4. The student receives credit for both the classroom instruction and the supervised job experience.
- 5. A vocational student organization is an integral part of the program with the coordinator serving as the advisor.
- 6. Each student works a minimum of fifteen hours each week in an approved training station.
- 7. Employers are responsible for compliance with laws applicable to their business for the employment of students.
- 8. Training agreements are on file for each training sponsor.
- 9. An individual written training plan has been developed in coordination with the training sponsor for each student.
- 10. The progress of the student is based upon the training plan.
- 11. Planned coordination time is scheduled to coincide with the student's working schedule.
- 12. The coordinator has the equivalent of one-half hour per student per week coordination time.
- 13. An advisory committee representing occupational areas for which training is provided meets regularly and assists in the further development, assessment, and evaluation of the preparatory career education program.
- 14. The coordinator has:
 - An office
 - Access to clerical assistance
 - A typewriter
 - A telephone
 - Files
 - An extended contract
 - A travel budget
 - Time provided to attend conferences and meetings
- 15. The teacher-coordinator prepares a year-end descriptive and statistical report at the close of each fiscal year.

- 16. In addition to the advisory committee, follow-up surveys are used to evaluate the effectiveness of this program.
- 17. Upon completion of the program, placement services are provided for each student.
- 18. Career preparatory programs which have been approved by the State Board of Public Instruction follows the objectives and provision outlined in the proposal.
- 19. The program of work or course of study is on file locally and is updated annually.
- 20. Reference books, trade journals, and other periodicals are available in the classroom for student use.
- 21. Classroom facilities are sufficient for a variety of activities.

- 22. The group instruction in the related class is based upon the common competencies that individuals need to be successful in an occupation.
- 23. Competencies which are specific to an occupational area are developed through individualized instruction.
- 24. The coordinator involves individuals from the community by inviting them to assist with classroom instruction and by providing instructional materials.
- 25. Safety instruction is conducted during the time the student is at work.
- 26. Employer and coordinator jointly carry on the evaluation of the student.
- 27. Adequate records are maintained in school about student's progress for both on-the-job and related phases of training.
- 28. Planned coordination time is scheduled to coincide with the student's working schedule.
- 29. Coordinator visits employers of student-learners at least once every two weeks and assists the student in learning on the job.
- 30. A survey of training opportunities is made periodically and a record is kept of training stations.
- 31. Classroom instruction is correlated with the training the student receives on the job.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

PHYSICAL EDUCATION

The physical education program consists of those courses and activities designed to help meet physical and recreational needs of all youth. The physical education program is interpreted as including the required class instruction, intramural and interscholastic programs, and other related physical recreational activities.

- | | | |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem. | 1. Physical education courses are required of all |
| <input type="checkbox"/> | Jr. H. | pupils at each grade level except those excused |
| <input type="checkbox"/> | Sr. H. | for medical or religious reasons. |
| <hr/> | | |
| <input type="checkbox"/> | Elem. | 2. Modified remedial physical education is provided |
| <input type="checkbox"/> | Jr. H. | for those pupils who because of health reasons |
| <input type="checkbox"/> | Sr. H. | cannot participate in regular classes. |
| <input type="checkbox"/> | Elem. | 3. Scheduling of classes at the secondary level is |
| <input type="checkbox"/> | Jr. H. | on the basis of grade level, special needs, abili- |
| <input type="checkbox"/> | Sr. H. | ties, and capabilities. |
| <input type="checkbox"/> | Elem. | 4. The elementary school program includes group and |
| <input type="checkbox"/> | Jr. H. | individual games, relays, rhythms, creative activities, |
| <input type="checkbox"/> | Sr. H. | aquatics, stunts, tumbling, gymnastics, motor skills, |
| | | and physical fitness exercises. |
| <input type="checkbox"/> | Elem. | 5. The secondary program (grades 7-12) includes rhythms; |
| <input type="checkbox"/> | Jr. H. | aquatics; gymnastics; stunts; tumbling; individual, |
| <input type="checkbox"/> | Sr. H. | team and lifetime sports; conditioning exercises; |
| | | and coeducational activities. |
| <input type="checkbox"/> | Elem. | 6. Elementary classroom and physical education teachers |
| <input type="checkbox"/> | Jr. H. | have the assistance of supervisory or resource |
| <input type="checkbox"/> | Sr. H. | persons who are qualified by educational and exper- |
| | | ience to provide professional leadership and guid- |
| | | ance. |
| <input type="checkbox"/> | Elem. | 7. Health examinations are a prerequisite for partici- |
| <input type="checkbox"/> | Jr. H. | pation in all vigorous physical activity. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Pupils dress in appropriate uniforms for physical |
| <input type="checkbox"/> | Jr. H. | education. |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Doctors are available for all athletic events. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

- Elem. 10. Showers are available for ALL to shower after each
 Jr. H. physical education class. Soap supply is available
 Sr. H. for each shower.
- Elem. 11. Adequate time is provided for showering and dressing.
 Jr. H.
 Sr. H.
- Elem. 12. A comprehensive course guide has been developed by
 Jr. H. the staff.
 Sr. H.
- Elem. 13. A section of the library is maintained for current
 Jr. H. physical education magazines and resource books.
 Sr. H.
- Elem. 14. A suitable inside area is available so that during
 Jr. H. inclement weather classes may be carried out un-
 Sr. H. interrupted.
- Elem. 15. An outdoor play area is:
 Jr. H. _____ Readily accessible and equipped with accept-
 Sr. H. _____ able equipment.
 _____ The area is suitably surfaced, graded, and
 _____ drained.
- Elem. 16. Areas are available for:
 Jr. H. _____ Tennis
 Sr. H. _____ Handball
 _____ Basketball
 _____ Archery
 _____ Swimming
 _____ Softball
 _____ Football
 _____ Golf
 _____ Bowling
 _____ Volleyball
 _____ Badminton
 _____ Soccer
- Elem. 17. Lockers, showers, and dressing room facilities are
 Jr. H. adequate to care for the largest class.
 Sr. H.
- Elem. 18. Towel service is provided:
 Jr. H. _____ By the school free.
 Sr. H. _____ By the school through a student fee.
 _____ Towel service is furnished by the individual student.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

READING

The following elements of a successful reading program may be observed in the district:

Elem. 1. The school district has a written statement of
 Jr. H. philosophy regarding the district's beliefs about
 Sr. H. (a) students' attitudes toward reading, (b) students'
mastery of reading skills, and (c) the teaching of
reading.

Elem. 2. The reading program utilizes a scope and sequence
 Jr. H. of reading skill development.
 Sr. H.

Elem. 3. The program provides for continuous record keeping
 Jr. H. of each student's progress.
 Sr. H.

Elem. 4. The program identifies individual strengths and
 Jr. H. needs of students. Check (✓) the procedures
 Sr. H. utilized to accomplish this.

- Group test achievement
- Diagnostic test
- Criterion-referenced test
- Mastery test
- Informal reading inventory
- Teacher-made test
- Ongoing appraisal using sequence of skills
- Muscue inventory
- Teacher observation (written and systematic)
- Other. Specify _____

Elem. 5. The program teaches each student at their proper
 Jr. H. instructional level and learning rate.
 Sr. H.

Elem. 6. The program utilizes several methods or approaches
 Jr. H. to reading instruction.
 Sr. H.

Elem. 7. The program develops positive attitudes toward self
 Jr. H. and reading.
 Sr. H.

- () Elem. 8. Each student has time daily to read for enjoyment.
 () Jr. H.
 () Sr. H.
- () Elem. 9. The program uses a wide variety and range of supplementary reading materials, both commercial and non-commercial.
 () Jr. H.
 () Sr. H.
- () Elem. 10. The program utilizes a wide variety of equipment and media to support reading activities.
 () Jr. H.
 () Sr. H.
- () Elem. 11. Materials and equipment are organized for efficient use.
 () Jr. H.
 () Sr. H.
- () Elem. 12. The program includes a planned program of reading readiness which:
 () Jr. H.
 () Sr. H.
- a. Adapts materials and instruction to each child's background, ability, maturity, and emotional level.
- b. Identifies children with potential learning problems as early as possible and plans appropriate programs for them.
- c. Provides for smooth, continuous progress into the next level.
- () Elem. 13. A balance exists among small group, large group, total class, and individual activities.
 () Jr. H.
 () Sr. H.
- () Elem. 14. Students are grouped flexibly according to needs and interests.
 () Jr. H.
 () Sr. H.
- () Elem. 15. Reading groups are paced according to students' needs, not grade level or textbook.
 () Jr. H.
 () Sr. H.
- () Elem. 16. Reading and writing activities are balanced with speaking, listening, and manipulative activities.
 () Jr. H.
 () Sr. H.
- () Elem. 17. Resource personnel are available for consultation regarding certain children: psychologist, nurse, counselor, and remedial reading teachers.
 () Jr. H.
 () Sr. H.
- () Elem. 18. The principal maintains a positive and supportive attitude toward the entire reading program, including remedial reading.
 () Jr. H.
 () Sr. H.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

SCHOOL HEALTH SERVICES

School health services include a variety of activities to promote, maintain and protect the health of the school population. School health service personnel secure information about pupils which assists school faculty in developing an educational program within the physical and mental abilities of each child.

This school district:

- | | | |
|--------------------------|--------|--|
| <input type="checkbox"/> | Elem. | 1. Provides a safe and healthful environment. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <hr/> | | |
| <input type="checkbox"/> | Elem. | 2. Provides for the total growth and development of children and the protection and improvement of their health, including healthful living. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 3. Promotes the school health program as a cooperative undertaking between school staff and pupils, to increase the children's understanding and to develop favorable attitudes toward healthful living. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 4. Has written procedures to be followed in case of injury or illness. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 5. Provides adequate, conveniently available first aid supplies. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 6. Provides for periodic appraisal regarding the health status of pupils and school employees. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 7. Provides screening procedures to identify high risk or potential impairment in the pupils. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 8. Has a written policy to refer children for professional examination, evaluation services or treatment. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |
| <input type="checkbox"/> | Elem. | 9. Policies provide for exchange of information among community resources, pupils, parents, appropriate general and special education personnel and maintain the rights and privacy of children and parents. |
| <input type="checkbox"/> | Jr. H. | |
| <input type="checkbox"/> | Sr. H. | |

4. Suggestions for long-range improvements.

Local Evaluating Committee

-
1. _____
 2. _____
 3. _____
 4. _____

YES NO

- ___ ___ 4. Is an operating budget followed?
- ___ ___ 5. Is an estimate made of potential income and a comparison made against actual income?
- ___ ___ 6. Does the school maintain a separate bank or ledger account for school food services funds?
- ___ ___ 7. Does the school have a system of accountability to handle ticket sales?
- ___ ___ 8. Does the school have adequate records on:
- ___ ___ a. Program income?
 - ___ ___ b. Expenditures?
 - ___ ___ c. Value of noncash donations?
 - ___ ___ d. Cash due the program?
 - ___ ___ e. Unpaid bills?
 - ___ ___ f. Files of records, receipts, etc. for a period of at least three years?

Special Milk Program

YES NO

- ___ ___ 1. Is the school district participating in the Special Milk Program?
- ___ ___ 2. In accordance with the policy statement, is free milk being offered to eligible children?
- ___ ___ 3. Is the school using the collection procedure described in its approved policy statement to obtain an accurate count of free milk served as well as to protect the anonymity of free milk recipients?
4. Times of Service:
- ___ Before school
 - ___ Mid-morning
 - ___ Lunch
 - ___ Mid-afternoon
 - ___ After school
- ___ ___ 5. Do records on file indicate that milk purchases for previous month equal or exceed number claimed?
- ___ ___ 6. If malts are served, are the number of one-half pints included? (Concentrated milk, non-fat dry milk ingredients are not acceptable for milk credit.)

Free and Reduced-Price Meals

YES NO

- ___ ___ 1. Do all attendance centers in the district have a Free and Reduced-Price Policy Statement on file as approved by the Child Nutrition Programs Division, with amendments?
- ___ ___ 2. Did the school distribute a letter to each parent at the opening of school this past fall and furnish each a copy of an application and income scale?
- ___ ___ 3. Is the method of collection listed in the approved policy statement being implemented in the school?
- ___ ___ 4. Is the district fulfilling the requirements and procedures outlined in the policy statement?
-
- ___ ___ 5. Do all children approved for free meals and free milk or reduced-price meals receive it?
- ___ ___ 6. Have all parents who meet the eligibility standards for free meals and free milk or reduced-price meals made application?
- ___ ___ 7. Are special efforts being made to encourage nonparticipating eligible parents to make application for free meals and free milk or reduced-price meals?
- ___ ___ 8. Did the school publicly announce the eligibility standards for free meals and free milk or reduced-price meals?
- Name of media _____ Date _____
- ___ ___ 9. Is there an approved application for each child receiving free meals and free milk or reduced price meals?
- ___ ___ 10. On approved applications were all students eligible?
- ___ ___ 11. Are student workers recorded as free meals and free milk?
- ___ ___ 12. In regard to approving or disapproving applications, are the parents and the local school officials aware that a prehearing conference may be requested by either party?
- ___ ___ 13. Has a prehearing conference been requested by either a parent or a local school official?

Nutrition Education and Administration

YES NO

- ___ ___ 1. Are nutrition education displays or posters in evidence in the lunchroom?
- ___ ___ 2. Are efforts being made to provide classroom teachers and students with information pertaining to the Type A lunch, breakfast pattern, and nutrition education?

Food Service Personnel

- ___ ___ 1. Have school food service workers participated in short courses offered at Iowa State University?
- ___ ___ 2. Have school food service workers participated in basic courses at the local area community colleges?
- ___ ___ 3. Are work schedules and assignments followed?

Food Purchasing

- ___ ___ 1. Is a sound food purchasing procedure followed?
- ___ ___ 2. Are any foods purchased on a bid basis?
- ___ ___ 3. Name of person responsible for purchasing food.

Name

Title

Food Preparation Facilities

- ___ ___ 1. Is food preparation equipment adequate?
- ___ ___ 2. Is an island-type arrangement of cooking facilities used?
- ___ ___ 3. Is the food preparation equipment:
- ___ ___ a. Hooded?
- ___ ___ b. Equipped with grease filters?
- ___ ___ c. Equipped with exhaust fan?
- ___ ___ d. Is fire protection equipment available?
- ___ ___ 4. Is the floor covering in the kitchen appropriate for easy care and maintenance?
- ___ ___ 5. Is the floor covering in the lunchroom appropriate for easy care and maintenance?

YES NO

- ___ ___ 6. Is the floor covering in the storeroom adequate?
___ ___ 7. Are refrigerator capacities adequate?
___ ___ 8. Are freezer capacities adequate?
___ ___ 9. Are temperature readings available for all freezers?
___ ___ 10. Are temperature readings available for all coolers?

Serving Practices

- ___ ___ 1. Is a T-line serving technique being used?
___ ___ 2. Does each tray of food served meet Type A requirements?
-

Sanitary Practices

- ___ ___ 1. Do the kitchen, lunchroom, and storeroom appear to be clean and meet overall sanitary conditions?
___ ___ 2. Is the dish-return area:
___ ___ a. Clean?
___ ___ b. In good physical condition?
___ ___ c. Acceptable in appearance?
___ ___ d. Dishes air, rather than towel dried?
___ ___ e. Is the dish return procedure set up for fast, orderly traffic flow?
___ ___ f. Does the same person handle soiled and clean dishes during the operation?
___ ___ 3. Are proper dishwashing equipment and procedures being used?
___ ___ 4. Is the proper temperature maintained for wash and rinse. (140-160° - wash, 180° - rinse)?
___ ___ 5. Are proper garbage and waste disposal equipment and procedures being used?
___ ___ 6. Are silverware, napkins, and straws dispensed properly?
___ ___ 7. Do the cooks and student helpers follow good grooming practices and are they dressed in proper attire?
___ ___ 8. Do all program personnel comply with state health laws with respect to health certificate and examinations?
___ ___ 9. Are adequate employee facilities provided?

Food and Commodity Storage

YES NO

1. Are dry storage facilities adequate in connection with the following:
 - a. Temperature reading between 50 and 70 degrees F.?
 - b. Floor racks used?
 - c. Adequate shelving?
 - d. Facilities clean?
 - e. Free from janitorial supplies?
 - f. Protected from pilferage?
 - g. Free from insect infestation?
 - h. Free from rodents?
 - i. Effective method used for controlling rodents and insects?
 - j. Adequate ventilation?
2. Are adequate inventory practices being used?
3. Are frozen commodities properly stored and inventoried?
4. Does manager follow procedure for increasing and decreasing requests for USDA foods?
5. Are all USDA donated foods used within a period of one year?
6. Explain all storage deficiencies, if any.

Menu Planning

1. Are the meals planned to meet Type A requirements daily?
2. Are basic menu planning principles followed?
3. Are proper procedures and techniques used by the person or persons planning menus?
4. Are USDA program aids used?

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

SCHOOL PLANT FACILITIES

The school plant, which consists of the site, buildings, equipment, related facilities and services, is an important factor in the operation of an educational program. The plant is the physical environment in which pupils achieve and not just a place of instruction.

There are a number of major areas which need to be considered when school facilities are evaluated. The more important areas are as follows:

YES NO

-
- | | | |
|-----|-----|--|
| ___ | ___ | 1. Each elementary school site contains ten acres plus an additional acre for each one hundred pupils with consideration given to the predicted ultimate maximum enrollment. |
| ___ | ___ | 2. The site for the junior high contains fifteen acres plus an additional acre for each one hundred pupils over four hundred. |
| ___ | ___ | 3. The site for the senior high contains thirty acres plus an additional acre for each one hundred pupils in excess of five hundred. |
| ___ | ___ | 4. Traffic hazards, developed play areas, physical education stations, playground equipment, and landscaping have been given appropriate consideration in the selection and development of school sites. |
| ___ | ___ | 5. The site is well drained. |
| ___ | ___ | 6. The site is free from air pollution and insects. |
| ___ | ___ | 7. Requirements of physically handicapped have been considered. |
| ___ | ___ | 8. Corridors and stairways are provided with twenty foot-candles of illumination at all times. |
| ___ | ___ | 9. A continuous handrail at the correct height is provided in each stairwell. |
| ___ | ___ | 10. Stair treads are of nonslip material. |
| ___ | ___ | 11. Facilities are provided for the physically handicapped. |

YES NO

- ___ ___ 12. The exterior of the buildings is kept in good state of repair, such as doors, windows, and frames; flashings, gutters, and downspouts; and freedom from defective mortar and structural cracks.
- ___ ___ 13. The daily cleaning is done well.
- ___ ___ 14. The head administrator has adequate office space (recommended minimum--three hundred square feet). The administrative unit should include general office space, reception room, board room, vault, storage, and workroom.
- ___ ___ 15. A well-located private office is available for each principal (recommended minimum--one hundred and eighty square feet). Related areas should include vault, storage space, workroom, and reception area.
- ___ ___ 16. Each counselor's office should have privacy and be adequate in size (recommended minimum--one hundred square feet). A waiting room should be available for students.
- ___ ___ 17. Elementary classrooms meet the minimum requirement of thirty square feet per student (recommended minimum--nine hundred square feet and twenty-eight feet wide).
- ___ ___ 18. Kindergarten classrooms meet the minimum requirement of forty square feet per student.
- ___ ___ 19. Each interchangeable high school classroom should contain an area of seven hundred and fifty square feet.
- ___ ___ 20. Each elementary and secondary classroom should provide a minimum of fifty footcandles of light at the working level.
- ___ ___ 21. Elementary and secondary classrooms are provided with movable furniture, electrical outlets, adequate chalkboard, tackboard, and light control for use of audio-visual aids.
- ___ ___ 22. Each elementary classroom provides for bookshelving in the room library, teacher's closet, project counter with sink, and teacher's file. (Bookshelving can be minimal if building has a central library.)

YES NO

___ ___

23. Buildings are adaptable to changing curricular needs, e.g., large group, small group, open space, team teaching, space, etc.

24. Music Rooms

___ ___

a. Music rooms are located near or adjoining the auditorium or stage. Rooms are in close proximity and have ready outside access.

___ ___

b. Storage is provided for instruments, uniforms and music, and the location is convenient.

___ ___

c. Floors, as well as walls and ceilings, are sound absorbent.

___ ___

d. Sixteen square feet per student is provided for vocal and twenty square feet per student for instrumental music, exclusive of storage and practice rooms.

25. Business Education

___ ___

a. Each room in the business education section contains an area of at least one thousand square feet.

___ ___

b. Each room has convenient outlets for electrical machines and is adaptable for audiovisual equipment.

___ ___

c. Each room is provided with a minimum of seventy-five footcandles of light at the working level.

___ ___

d. Master electric shut-off is provided for all electric machines.

26. Science

___ ___

a. Science rooms are placed together in a wing permitting the share of teaching materials.

___ ___

b. Each room has a minimum of seventy-five footcandles of light at the working level.

___ ___

c. Each room contains a minimum of one thousand two hundred square feet of floor space exclusive of storage.

___ ___

d. Each room is adaptable for audiovisual education.

___ ___

e. Safety features such as master shut-off controls, fuse or circuit breakers, ventialed chemical rooms, protective eyeglasses, and first aid kits are provided.

YES NO

27. Industrial Education

___ ___

a. A single-purpose shop contains at least two thousand square feet. A shop serving two or more areas should provide a minimum of three thousand square feet.

___ ___

b. Auxiliary spaces for the shop include storage space for tools, material, projects, and a finishing room.

___ ___

c. Electrical switches and outlets are provided to facilitate the location of power equipment with master shut-off controls.

___ ___

d. The location permits easy access for delivery of material and is removed from the academic area to isolate noise.

___ ___

e. Each shop has a minimum of seventy-five footcandles of light at the working level.

28. Special Education

a. Mentally Retarded

___ ___

(1) The instructional space for the mentally retarded is at least one and one-half times larger than the normal size class area.

___ ___

(2) Provisions are made for additional space either adjoining or as a part of the area, to provide for creative arts, practical arts, and shop activities.

___ ___

(3) The instructional space is a part of the regular school building, carpeted, provided with electrical outlets, water, sewer, chalkboard, tackboard, and light control.

b. Hard of Hearing

___ ___

(1) The instructional space is the same size as a normal teaching area.

___ ___

(2) The space is acoustically designed to provide the best possible hearing conditions.

YES NO

c. Speech Therapy

___ ___

(1) A specific space is provided for this service in the building.

___ ___

(2) The space is designed to permit the use and storage of recording machines, audiometers, and other special equipment needs.

29. Home Economics

___ ___

a. Unit kitchens are provided in sufficient number to accommodate each multiple of four students.

___ ___

b. A clothing area is provided which includes cutting tables, sewing machines, storage space, three-way mirror, dressing booth or screen, etc.

___ ___

c. An all-purpose department contains at least sixteen hundred square feet or in a multi-department, each individual room contains nine hundred square feet.

___ ___

d. The homemaking suite includes a living area, display case, bulletin boards, and the like.

30. Media Center

___ ___

a. The center is located centrally for efficient distribution and control of equipment and materials.

___ ___

b. Shelving for book storage is not closer than four inches from the floor and the top shelf is not more than seven feet from the floor.

___ ___

c. Both natural and artificial illumination is provided. A minimum of fifty footcandles of light is provided.

31. Cafeteria

___ ___

a. It is located at one end of the building where odors do not permeate classrooms.

___ ___

b. There is direct access to the dining room from the corridors and convenient access to the outside.

___ ___

c. Facilities are designed so traffic in and out of service and eating areas moves smoothly without congestion and interference.

YES NO

___ ___

d. The kitchen area is one and one-half square feet per meal served with a minimum of three hundred square feet. The dining area has provided ten square feet per pupil seated with a minimum area of twelve hundred and fifty square feet.

___ ___

e. Storerooms are rodent and vermin free, well-lighted, ventilated, and protected from theft. Convenient enclosed shelving and hanging space are provided for dishes and cooking utensils. Facilities for storage of milk and frozen foods are provided.

___ ___

f. Toilet, washroom, and locker space are provided near the kitchen for the employees.

___ ___

g. The cafeteria provides for: (1) all utilities, such as gas, electricity, water, and sewer; (2) sanitizing devices for washing and sterilizing; (3) sanitary storage facilities; (4) twenty footcandles of light; (5) good ventilation and (6) screens for windows and doors.

32. Multipurpose Room

___ ___

a. The room has a minimum floor size of forty by sixty feet with a ceiling height of at least sixteen feet.

___ ___

b. Lighting is equivalent to thirty footcandles in all areas.

___ ___

c. The multipurpose facilities are located on the ground level, accessible to the pupils and the public, and free from all obstructions as pilasters and radiators. Shower facilities and equipment storage for boys and girls are provided.

33. Gymnasium

___ ___

a. The facility provides for the physical education needs of boys and girls equally well as for interscholastic games.

___ ___

b. The minimum size of the playing floor is fifty by eighty-four feet with a ceiling height of at least twenty feet.

___ ___

c. The gymnasium area provides for: separate locker and shower rooms for boys and girls, locker facilities, towel and equipment storage, equipment drying area, instructor's office with shower and locker, dressing and shower facilities for the visiting team, toilet facilities, and first aid room.

YES NO

- ___ ___ 34. The heating system adequately maintains the proper temperature in all rooms and areas of each building.
- ___ ___ 35. A mechanical ventilation system provides for introduction of fresh air and recommended air changes in all parts of the building.
- ___ ___ 36. Toilet and locker room ventilation is independent of the rest of the building.
- ___ ___ 37. The main service panel is located so as to prevent access from unauthorized persons. All branch panels in corridors or elsewhere are of the flush type and are provided with locks.
- ___ ___ 38. Switches are provided at all entrances to spaces in the building and are placed on the knob side of the door entrance.
- ___ ___ 39. A safe and adequate water supply is provided for each building.
- ___ ___ 40. Toilet room accessories such as waste containers, mirrors, hand drying facilities, soap dispensers, hot water, and the like are provided.
- ___ ___ 41. Warm water is provided in all lavatories and with automatic temperature controls.
- ___ ___ 42. Drinking fountains are provided in the ratio of one to seventy-five pupils with a minimum of one on each floor.
- ___ ___ 43. Lavatories are provided in the ratio of one to sixty in each toilet room.
- ___ ___ 44. Water closets are provided in the ratio of one to thirty-five for girls and a ratio of one to sixty for boys. A minimum of one urinal for each thirty boys is provided. Doors for privacy are provided.
- ___ ___ 45. Faculty lounges and toilets are provided.

Buildings & Additions	Age	Capacity	Present Enrollment	Grade Level

Comments

1. What improvements have been made recently in the school plant?

2. What are the present plans for improvement of facilities?

3. Indicate major goals in this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

SCIENCE

This section provides for a convenient A-F rating of each response item contained in these six areas: (1) general, (2) facilities, (3) budget, (4) staff, (5) instructional activities, and (6) evaluation. Each response item within these six areas contains a separate response blank for the elementary, junior high, and high school levels of your program.

General Items

- | | |
|--|--|
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 1. Are there provisions for students to use current published materials in planning their work, interpreting their observations, and studying the activities and findings of scientists? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 2. Are the instructional materials relevant to your students and also compatible with the most recent recommendations of authorities in the field of science education? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 3. Are appropriate reading materials provided for students of differing abilities and interests? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 4. Are adequate support materials such as general laboratory equipment, models, maps, charts, and audiovisual equipment and materials, etc. available? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 5. Are sufficient student laboratory materials available so that students may work in small groups (2-4 students) and/or individually? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 6. Are classroom teachers actively involved in curriculum design and change? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 7. Are the teachers of science active in recommending science materials for the library? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 8. Has a total K-12 science program philosophy statement been developed and distributed to all teachers? |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 9. Has the K-12 science curriculum been developed so students will experience a well-coordinated program as they move progressively through? |

- Elem. 10. Have the teachers of science developed and/or
 Jr. H. adopted student objectives?
 Sr. H.
- Elem. 11. Are the developed and/or adopted student objectives
 Jr. H. available to each teacher of science?
 Sr. H.
- Elem. 12. Is the science curriculum designed to fulfill
 Jr. H. the individual needs of most students?
 Sr. H.
- Elem. 13. Are community interest groups, parents, students,
 Jr. H. and school officials kept informed as to the
 Sr. H. nature of the K-12 science program?

Facilities Items

- Elem. 1. Are the general features (i.e., floors, illumina-
 Jr. H. tion, heating, ventilation, plumbing, and elec-
 Sr. H. trical service) of the rooms used for science
 instruction adequate to fulfill the instructional
 needs generated by the science program?
- Elem. 2. Are the rooms used for science instruction flexible
 Jr. H. enough to provide for a variety of activities, and
 Sr. H. for changes and adaptations to meet evolving needs?
- Elem. 3. Do all the rooms used for science instruction have
 Jr. H. furniture adaptable to large group, small group,
 Sr. H. and individual work?
- Elem. 4. Do the facilities include provisions for students
 Jr. H. to do individual experimental work without daily
 Sr. H. moving or dismantling of equipment?
- Elem. 5. Do the facilities include provisions for construc-
 Jr. H. ting and repairing science apparatus and equip-
 Sr. H. ment?
- Elem. 6. Do the rooms used for science instruction have
 Jr. H. adequate sinks and water sources available?
 Sr. H.
- Elem. 7. Are adequate energy sources available for each
 Jr. H. student (or small groups) to successfully complete
 Sr. H. the learning activities?
- Elem. 8. Do the facilities for science include space for
 Jr. H. proper storage of all equipment, supplies, and
 Sr. H. materials?

- () Elem. 9. Do the facilities include adequate provisions for
 () Jr. H. teacher planning and preparation work?
 () Sr. H.
- () Elem. 10. Are there facilities for the teachers of science
 () Jr. H. to confer in privacy with individual students or
 () Sr. H. with small groups?
- () Elem. 11. Does the room contain adequate chalkboard, bulletin
 () Jr. H. board, and display space?
 () Sr. H.
- () Elem. 12. Are the rooms used for science decorated in such
 () Jr. H. a manner as to enhance the learning environment?
 () Sr. H.
- () Elem. 13. Does the school provide adequate equipment to ful-
 () Jr. H. fill the minimal safety requirements listed in the
 () Sr. H. Iowa Code? (Chapter 280.20)

Budget Items

- () Elem. 1. Is the yearly budget for perishables, glassware,
 () Jr. H. chemicals, specimens, etc. adequate for a quality
 () Sr. H. science program?
- () Elem. 2. Are funds available to purchase materials locally
 () Jr. H. (i.e., seeds, vegetables, bread, etc.) whenever
 () Sr. H. needed?
- () Elem. 3. Are funds available and used to help send teachers
 () Jr. H. of science to professional meetings for science
 () Sr. H. teachers?
- () Elem. 4. Are funds available and used for typing and clerical
 () Jr. H. help for the teachers of science?
 () Sr. H.
- () Elem. 5. Are funds available and used for paid laboratory
 () Jr. H. assistants and/or paraprofessionals?
 () Sr. H.
- () Elem. 6. Is the yearly budget for capital outlay items (i.e.,
 () Jr. H. items that are not perishable and usually have a
 () Sr. H. usable life of at least five years) adequate for a
 quality science program?

Staff Items

- () Elem. 1. Do all teachers of science have at least a subject-
 () Jr. H. matter minor within the field or fields they are
 () Sr. H. teaching?

- Elem. 2. Do all teachers of science have at least one planning period per day?
 Jr. H.
 Sr. H.
- Elem. 3. Are most of the teachers of science teaching the type of science they enjoy teaching?
 Jr. H.
 Sr. H.
- Elem. 4. Do the teachers of science maintain active participation in inservice education through formal study (i.e., summer workshops, extension courses, etc.) and other professional activities (i.e., attendance of state or national meetings, etc.)?
 Jr. H.
 Sr. H.
- Elem. 5. Is each teacher of science active in at least one professional organization for science teachers?
 Jr. H.
 Sr. H.

Instructional Activities Items

- Elem. 1. Do the learning activities of each science course build on the previous experiences (processes, skills, etc.) of the students?
 Jr. H.
 Sr. H.
- Elem. 2. Do student activities allow the student to explore and discover ideas prior to or in lieu of reading about them?
 Jr. H.
 Sr. H.
- Elem. 3. Are instructional procedures employed to accommodate the varying abilities of the students?
 Jr. H.
 Sr. H.
- Elem. 4. Does the teaching style in science employ current practices and research with regard to how students learn?
 Jr. H.
 Sr. H.
- Elem. 5. Are students stimulated, encouraged, and given the opportunity to develop thinking or problem solving skills?
 Jr. H.
 Sr. H.
- Elem. 6. Does the instruction in science encourage the inter-relating of facts, principles, processes, and concepts from the several science fields?
 Jr. H.
 Sr. H.
- Elem. 7. Do most teachers of science make use of community resources in planning student learning experiences?
 Jr. H.
 Sr. H.
- Elem. 8. Are student-oriented environmental experiences incorporated within the science curriculum?
 Jr. H.
 Sr. H.

- Elem. 9. Are students grouped for instructional purposes?
 Jr. H. (Please indicate basis for grouping.)
 Sr. H.
- Elem. 10. Are the instructional activities designed to meet
 Jr. H. the needs of students who will enter the "world
 Sr. H. of work" at age 16 or early thereafter?

Evaluation Items

- Elem. 1. Are a variety of tests used to evaluate student
 Jr. H. progress?
 Sr. H.
- Elem. 2. Is an evaluation made of the laboratory experiences
 Jr. H. of the students?
 Sr. H.
-
- Elem. 3. Do students participate in the evaluation of their
 Jr. H. own work?
 Sr. H.
- Elem. 4. Are science grades based on student achievement as
 Jr. H. it relates to individual ability rather than on
 Sr. H. predetermined teacher or administrator standards?
- Elem. 5. How effectively do the evaluation procedures
 Jr. H. measure the attainment of the stated objectives
 Sr. H. for the course?
- Elem. 6. Are test data available to describe the extent to
 Jr. H. which student behaviors in the affective, psycho-
 Sr. H. motor, and cognitive domains are influenced by
 instruction in the sciences?
- Elem. 7. Are follow-up data available to show how well
 Jr. H. students perform in science at the next educational
 Sr. H. level?
- Elem. 8. Are pretests of knowledge, attitudes, and skills
 Jr. H. used in planning instruction and as a basis for
 Sr. H. measuring growth?
- Elem. 9. Are results of evaluation used to guide students in
 Jr. H. their selection of future topics and courses to be
 Sr. H. studied?
- Elem. 10. Are provisions made to assure for a continuous
 Jr. H. appraisal and improvement of the curriculum program?
 Sr. H.

5. Indicate major goals for this area.

Local Evaluating Committee

- 1. _____
- 2. _____
- 3. _____
- 4. _____

SOCIAL STUDIES

This section provides a convenient evaluation outline for those who want to examine their own social studies program. Its use will furnish a profile of a program as it is, although the checklist will not specify all that is needed in assessment. The outline can be used for a given grade level or for a school or district-wide program.

Administrative and Organizational Elements

- | | |
|--|--|
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 1. Administration develops with the staff clear and concise plans and policies necessary for the operation of an effective program.
Statement of Need: |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 2. Administration develops and implements long-range curriculum plans for the improvement of instruction for students.
Statement of Need: |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 3. Administrative provision for staff development is a program of inservice which includes systematic activities promoted or directed by administrative or supervisory personnel and is designed to increase the competencies, skills, and knowledge required of professional personnel.
Statement of Need: |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 4. Administrative provisions for teachers' instructional loads for similar subject matter and methods of instruction are approximately the same.
Statement of Need: |
| <input type="checkbox"/> Elem.
<input type="checkbox"/> Jr. H.
<input type="checkbox"/> Sr. H. | 5. Administrative provisions for adequate instruments of assessment and evaluation are utilized for the improvement of program experiences for students.
Statement of Need: |

- () Elem. 6. Administrative leadership for a professional library
 () Jr. H. of multimedia materials that portrays the plural-
 () Sr. H. istic nature of our society is maintained and
 provided for use by the staff. These materials
 represent the broad spectrum of roles and life
 styles open to women and minority racial groups
 in today's society.
 Statement of Need:
- () Elem. 7. Administrative provision for storage of required
 () Jr. H. instructional media, learning materials, supplies,
 () Sr. H. and tools, is so organized that they are available
 to students, teachers, and aides as needed.
 Statement of Need:
- () Elem. 8. Administrative provision for a collection of multi-
 () Jr. H. ethnic, non-sexist, multimedia aids such as pictures,
 () Sr. H. maps, charts, globes, filmstrips, films, learning
 packages, and recordings, are maintained for student
 use.
 Statement of Need:
- () Elem. 9. Administrative provision for community surveys and
 () Jr. H. graduate follow-up surveys are coordinated within
 () Sr. H. a five-year period or current feedback from a
 community advisory committee is available for
 purposes of the improvement of curriculum.
 Statement of Need:
- () Elem. 10. Administrative provision for the establishment of
 () Jr. H. a social studies curriculum committee-structure
 () Sr. H. on a continuous year-to-year basis has been
 accomplished.
 Statement of Need:
- () Elem. 11. Administrative provision for the development of
 () Jr. H. job descriptions for the varying roles of social
 () Sr. H. studies curriculum committee members has been
 created.
 Statement of Need:

Elem. 12. Administrative provision for a budget line item
 Jr. H. in the superintendent's general budget allows for
 Sr. H. financial consideration of a social studies
curriculum committee activity.
Statement of Need:

Elem. 13. Written K-12 course guides are updated as needed
 Jr. H. to insure the implementation of the stated goals
 Sr. H. and objectives of the curriculum of the school.
Statement of Need:

Elem. 14. The scope and sequence of the K-12 social studies
 Jr. H. curriculum reflects relevant periodic curriculum
 Sr. H. updating.
Statement of Need:

Program Elements as Related to the Concerns of Students

Elem. 1. Students are involved in the formulation of goals,
 Jr. H. the selection of activities, and the assessment
 Sr. H. of curriculum outcomes.
Statement of Need:

Elem. 2. The staff makes steady effort, through regularized
 Jr. H. channels and practices, to identify areas of
 Sr. H. concern to students.
Statement of Need:

Elem. 3. Students have choices within programs.
 Jr. H. Statement of Need:
 Sr. H.

Elem. 4. All students have ample opportunity for social
 Jr. H. studies education at all grade levels.
 Sr. H. Statement of Need:

Program Elements as Related to the Real Social World

- Elem. 1. The program focuses on the social world as it
 Jr. H. actually is, i.e., unemployment, poverty, social
 Sr. H. structure, urban problems.
Statement of Need:
- Elem. 2. The program emphasizes pervasive and enduring
 Jr. H. social problems.
 Sr. H. Statement of Need:
- Elem. 3. The program includes analysis and attempts to
 Jr. H. formulate potential resolutions of present and
 Sr. H. controversial problems such as racism and war.
Statement of Need:
- Elem. 4. The program provides intensive and recurrent study
 Jr. H. of cultural, racial, religious, and ethnic groups.
 Sr. H. Statement of Need:
- Elem. 5. The program offers opportunities to meet and work
 Jr. H. with members of racial and ethnic groups other
 Sr. H. than their own.
Statement of Need:
- Elem. 6. The program builds upon the realities of the
 Jr. H. immediate school community.
 Sr. H. Statement of Need:
- Elem. 7. Participation both in school and out is considered
 Jr. H. part of the program.
 Sr. H. Statement of Need:

Program Elements that Relate to Current Valid
Knowledge Representative of Man's Experience,
Culture, and Beliefs

Elem. 1. The program emphasizes valid concepts, principles,
 Jr. H. and theories in the social sciences.
 Sr. H. Statement of Need:

Elem. 2. The program develops proficiency in methods of
 Jr. H. inquiry in the social sciences and in techniques
 Sr. H. for processing social data.
Statement of Need:

Elem. 3. The program develops students' ability to distin-
 Jr. H. guish among empirical, logical, definitional, and
 Sr. H. normative propositions and problems.
Statement of Need:

Elem. 4. The program draws upon all of the social sciences
 Jr. H. and the history of the United States and the
 Sr. H. Western and non-Western worlds.
Statement of Need:

Elem. 5. The program draws from what is appropriate in
 Jr. H. other related fields such as anthropology, psycho-
 Sr. H. logic, law, communications, and the humanities.
Statement of Need:

Elem. 6. The program represents some balance between the
 Jr. H. immediate social environment of students and the
 Sr. H. larger social world.
Statement of Need:

Elem. 7. The program includes the study of man's achieve-
 Jr. H. ments and those policies contrary to the present
 Sr. H. national goals.
Statement of Need:

- Elem. 8. The program includes a careful selection of that
 Jr. H. knowledge of most worth.
 Sr. H. Statement of Need:

Program Elements that Relate to Thoughtfully
Selected and Clearly Stated Objectives--Stated
in Such Form as to Furnish Directions of the
Program

- Elem. 1. Objectives are carefully selected and formulated.
 Jr. H. Statement of Need:
 Sr. H.

- Elem. 2. Knowledge, abilities, valuing, and social parti-
 Jr. H. cipation all are represented in the objectives
 Sr. H. of the program.
Statement of Need:

- Elem. 3. Classroom instruction and materials are based
 Jr. H. upon clearly stated objectives.
 Sr. H. Statement of Need:

- Elem. 4. Classroom instruction enable students to see their
 Jr. H. goals clearly in brief instructional sequences and
 Sr. H. lengthy units of study.
Statement of Need:

Program Elements that Relate to Learning
Activities that Engage the Student Directly
and Actively in the Learning Process

- Elem. 1. Students have a wide and rich range of learning
 Jr. H. activities appropriate to the objectives of their
 Sr. H. program.
Statement of Need:

- Elem. 2. Activities include the processes of making decisions
 Jr. H. about socio-civic affairs?
 Sr. H. Statement of Need:

Elem. 3. Activities involve students in their communities.
 Jr. H. Statement of Need:
 Sr. H.

Elem. 4. Learning activities are sufficiently varied and
 Jr. H. flexible.
 Sr. H. Statement of Need:

Elem. 5. Activities are carried on in a climate which
 Jr. H. supports students' self-respect and opens oppor-
 Sr. H. tunities to all.
Statement of Need:

Program Elements as Related to Strategies of Instruction
and Learning Activities that Rely on a Broad Range of
Learning Resources

Elem. 1. Instructional materials portray the pluralistic
 Jr. H. nature of our society and the broad spectrum of
 Sr. H. roles and life styles open to minority racial
groups and women in today's world. Materials,
wherever possible, are based on research findings
of the topic field as well as the field of the
psychology of learning.
Statement of Need:

Elem. 2. Printed materials accommodate a wide range of
 Jr. H. reading abilities and interests, learning activities,
 Sr. H. and sources.
Statement of Need:

Elem. 3. A collection of multi-ethnic, non-sexist, multi-
 Jr. H. media aids, such as pictures, maps, charts, globes,
 Sr. H. filmstrips, films, learning packages, and recordings,
are maintained for student use.
Statement of Need:

Elem. 4. Classrooms draw upon the contributions of many
 Jr. H. kinds of resource persons and organizations of
 Sr. H. representing many points of view.
Statement of Need:

- Elem. 5. Activities use the school and community as a
 Jr. H. learning laboratory.
 Sr. H. Statement of Need:

- Elem. 6. The program has available many kinds of work
 Jr. H. space.
 Sr. H. Statement of Need:

Program Elements that Facilitate the
Organization of Experience

- Elem. 1. The program teaches students to apply social
 Jr. H. studies concepts into their lives.
 Sr. H. Statement of Need:

- Elem. 2. Learning experiences are organized in such fashion
 Jr. H. that students learn how to continue to learn.
 Sr. H. Statement of Need:

- Elem. 3. The program enables students to relate their exper-
 Jr. H. iences in social studies to other areas of study.
 Sr. H. Statement of Need:

- Elem. 4. The historical and contemporary contributions of
 Jr. H. minority racial groups and women to our society are
 Sr. H. clearly spelled out along with the multiple forces
that have operated and are operating to the
disadvantage of these groups. Intergroup tension
and conflict are analyzed objectively.
Statement of Need:

Program Elements as Related to Evaluation that
Utilize a Useful, Systematic, Comprehensive and
Valid Approach in Achieving Objectives of the
Program

- Elem. 1. Evaluation is based primarily on the school's own
 Jr. H. statements of objectives.
 Sr. H. Statement of Need:

- () Elem. 2. Assessment includes progress in knowledge,
 () Jr. H. abilities, valuing, and participation.
 () Sr. H. Statement of Need:
- () Elem. 3. Evaluation data is used for planning curricular
 () Jr. H. improvement.
 () Sr. H. Statement of Need:
- () Elem. 4. Evaluation data offers students help in the course
 () Jr. H. of learning.
 () Sr. H. Statement of Need:
-
- () Elem. 5. Regular reexamination of basic curricular goals
 () Jr. H. is an integral part of the evaluation.
 () Sr. H. Statement of Need:

Program Elements that Reflect a Social Studies
 Education Receiving Vigorous Support as a Vital
 and Responsible Part of the Overall School Pro-
 gram

- () Elem. 1. The district provides appropriate materials, time,
 () Jr. H. and facilities for social studies education.
 () Sr. H. Statement of Need:
- () Elem. 2. Teachers try out and adapt for their own students
 () Jr. H. promising innovations.
 () Sr. H. Statement of Need:
- () Elem. 3. The basic purposes of social studies education are
 () Jr. H. clearly related to the needs of the immediate com-
 () Sr. H. munity as to those of society at large.
 Statement of Need:
- () Elem. 4. Teachers participate regularly in active social
 () Jr. H. studies curriculum committees with both decision-
 () Sr. H. making and advisory responsibilities.
 Statement of Need:

Elem. 5. Teachers participate regularly in activities
 Jr. H. which foster their competence in social studies
 Sr. H. education.
Statement of Need:

Elem. 6. Teachers have social studies consultants available
 Jr. H. for help.
 Sr. H. Statement of Need:

Elem. 7. Teachers and schools rely upon a district-wide
 Jr. H. policy statement on academic freedom and profes-
 Sr. H. sional responsibility.
Statement of Need:

Comments

1. Outstanding aspects, practices or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

SPECIAL EDUCATION

() Elem. 1. Special education provisions are planned and
 () Jr. H. initiated as an integral part of the total well-
 () Sr. H. balanced educational program; the needs of excep-
 tional children are perceived from an over-all
 point of view.

() Elem. 2. Sequentially structured special education programs
 () Jr. H. include provisions for the following children at
 () Sr. H. the preschool, elementary, junior high, secondary,
 and postsecondary levels:

Pre-S	El.	Jr.	Sr.	P.	Sec.

Physical disabilities
 Mental disabilities
 Communication disabilities
 Hearing impaired
 Visually impaired
 Emotional disabilities
 Learning disabilities
 Severely/profoundly
 handicapped

() Elem. 3. Facilities, equipment, materials, and supplies to
 () Jr. H. carry out assigned responsibilities and functions
 () Sr. H. are adequate and available for use by special
 education personnel and pupils.

() Elem. 4. Transportation to, from, in, and about the school
 () Jr. H. is available for handicapped children.
 () Sr. H.

() Elem. 5. Sufficient and appropriate records and reports to
 () Jr. H. insure continuity and effective program planning
 () Sr. H. are maintained on each pupil in need of or being
 served through special education programs or
 services.

() Elem. 6. Special education personnel are provided with office
 () Jr. H. time, clerical assistance, and office space adequate
 () Sr. H. to carry out their assigned responsibilities and
 functions.

- () Elem. 7. Valid and systematic procedures exist for the
 () Jr. H. continuing identification of children requiring
 () Sr. H. special education.
- () Elem. 8. Parents are informed and involved in special educa-
 () Jr. H. tion programs and services.
 () Sr. H.
- () Elem. 9. Special education personnel and teachers work
 () Jr. H. together in staffing sessions in a cooperative and
 () Sr. H. coordinated effort to insure appropriate programs.
- () Elem. 10. The following special education support personnel
 () Jr. H. is provided by your area education agency:
 () Sr. H.

Special Personnel:

- _____ Teacher, preschool handicapped
 _____ Hearing clinician
 _____ Occupational therapist
 _____ Physical therapist
 _____ School psychologist
 _____ School social worker
 _____ Speech clinician
 _____ School vocational rehabilitation counselor
 _____ Special education nurse
 _____ Work-experience instructor
 _____ Hospital and homebound teachers
 _____ Educational strategist
 _____ Special education media specialist

Place "T" in appropriate box if teacher available.
 Place "C" in box if consultant is available.

El.	Jr.	Sr.

- Emotional disabilities
 Hearing impaired
 Learning disabilities
 Mental disabilities
 Physical disabilities
 Visually impaired
 Communication disabilities
 Severely/profoundly handicapped

- () Elem. 11. Programs and services are available during summer
 () Jr. H. months as well as during the academic year.
 () Sr. H.

- () Elem. 12. Liaison with agencies providing professional
() Jr. H. information and services is established.
() Sr. H.
- YES ___ NO ___ 13. Are services available for handicapped pupils at
the postsecondary level through sheltered workshops
or activity centers?

Comments

1. Outstanding aspects, practices, or features of the program.

2. Aspects, practices, or features of the program which need improvement.
3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____
2. _____
3. _____
4. _____

STUDENT ACTIVITY PROGRAM

Experiences in the student activity program are designed to help meet the leisure, recreational, social, and emotional interests and needs of students. Efforts are made to help students develop attitudes and values they can carry into life situations. In all activities development of democratic principals is a major objective.

General Guidelines

- Elem. 1. The activity program is cooperatively planned by
 Jr. H. ~~pupils and teachers and is supervised by qualified~~
 Sr. H. ~~personnel.~~
- Elem. 2. It meets the needs and interests and abilities of
 Jr. H. all pupils in accordance with their individual
 Sr. H. stages of personal development.
- Elem. 3. It offers opportunities for both individual and
 Jr. H. group activities.
 Sr. H.
- Elem. 4. It is an integral part and an outgrowth of the
 Jr. H. total school curriculum.
 Sr. H.
- Elem. 5. There is a balance in the program so that a limited
 Jr. H. number of activities is not perpetuated at the
 Sr. H. expense of other worthwhile areas of participation.
- Elem. 6. Interscholastic activities do not unreasonably
 Jr. H. interfere with the regularly scheduled school
 Sr. H. program.
- Elem. 7. Each activity is continually evaluated to insure
 Jr. H. proper pupil development (e.g., mental, social,
 Sr. H. physical, and emotional).
- Elem. 8. Special education students are given opportunities
 Jr. H. to participate in activities.
 Sr. H.
- Elem. 9. A calendar of all events is made available to
 Jr. H. students and community.
 Sr. H.

Elementary Guidelines

- () 1. Each elementary child has an opportunity to participate in a wide variety of activities. These may include art, music, play or physical activities, hobbies, dramatics, and projects.
- () 2. The activity is a part of the regular daily schedule.
- () 3. There is a balance between in-school and out-of-school activities.
- () 4. Consideration in activity planning is given to camping and outdoor education.
- () 5. There is no program of interschool competition below the seventh grade.
- 6. List student activities, other than interscholastic, and rate each:
 - () a. _____
 - () b. _____
 - () c. _____
 - () d. _____
 - () e. _____
 - () f. _____

Junior High Guidelines

- () 1. The junior high pupils need the opportunity to explore numerous fields of activity. This expression of interest should include art, intramural sports, vocational and instrumental music, hobbies, art and crafts, club work, student government, publications, and a limited social program.
- 2. List student activities, other than interscholastic, and rate each:
 - () a. _____
 - () b. _____
 - () c. _____

- () d. _____
- () e. _____
- () f. _____

Senior High Guidelines

- () 1. A diversified pupil-activity program is available so that special interests and aptitudes may be expressed.
- () 2. Activities contribute to, and are an extension of, the total school program.
- () 3. Opportunities are available in speech and dramatics, music, athletics, intramurals, student government, journalism, club activities, social groups, assemblies, leisure time activities, and other areas as may be developed under adequate school supervision.
- 4. List student activities, other than interscholastic, and rate each:
 - () a. _____
 - () b. _____
 - () c. _____
 - () d. _____
 - () e. _____
 - () f. _____

Comments

- 1. Outstanding aspects, practices or features of the program.

2. Aspects, practices, or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

5. Indicate major goals for this area.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

TRANSPORTATION PROGRAM

Board of Education

YES NO

___ ___

1. The board of education has adopted specific policies regarding the pupil transportation program.

2. The policies are in written form. They include:

___ ___

a. A policy designating the distance at which transportation is to be provided.

___ ___

b. A specific and detailed policy regarding the use of buses for educational and activity trips and by other eligible organizations or groups.

___ ___

c. A policy on discipline procedures for both passengers and bus drivers.

___ ___

d. A policy setting forth the operating rules for bus drivers.

___ ___

e. A policy providing for a long-range plan for purchasing and replacing buses.

___ ___

f. A policy prescribing the type and amount of insurance coverage for the transportation program.

Safety Education

___ ___

1. The school has a definite program for teaching children to become safe bus passengers.

2. The bus safety education program includes:

___ ___

a. Classroom instruction.

___ ___

b. Assembly programs.

___ ___

c. Demonstration and practice on the bus.

___ ___

d. Emergency evacuation drills.

___ ___

3. There is a definite training program for members of the pupil patrol. (Do not mark this item if a school bus safety patrol is not used.)

Transportation Records

YES NO

___ ___

1. A separate transportation accounting system is maintained.

___ ___

2. The cost analysis for the operation of each bus in the fleet is made at least annually.

___ ___

3. The records show the following information:

___ ___

a. Original cost and date of purchase of the bus.

___ ___

b. Depreciation charge-off on each bus.

___ ___

c. Total miles operated to date.

___ ___

d. Miles operated per day on regular, shuttle, and kindergarten routes.

___ ___

e. Number of pupils transported on regular routes.

___ ___

f. Cost of gasoline, oil, and grease.

___ ___

g. Cost of tires and tubes.

___ ___

h. Cost of labor and repair parts.

___ ___

i. Cost of insurance (buses and garage).

___ ___

j. Rents paid for garage or storage.

___ ___

k. Operating expense of the bus garage (fuel, electricity, water).

___ ___

l. Dates worked and wages paid to drivers.

___ ___

m. Other administrative costs.

___ ___

4. Records are kept for instructional and other non-route trips and include, as a minimum, the following information:

___ ___

a. Number of miles traveled on each trip.

___ ___

b. Cost of driver's wages for non-route trips.

___ ___

c. Unusual costs such as towing, etc.

___ ___

5. Detailed information on school bus accidents are maintained.

Bus Routes

YES NO

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

___ ___

1. An up-to-date spot map on a scale large enough to be functional is maintained showing the following information:
 - a. Location of all roads.
 - b. Type of roads (gravel, dirt, hard-surfaced).
 - c. Location of all attendance centers.
 - d. Location of all pupils in a manner which clearly indicates which are kindergarten, elementary, and secondary school pupils.
 - e. Exact route of each bus.

- f. Location of all rail crossings.
- g. Location and nature of other major route hazards.
2. Children are picked up and discharged only at designated stops.
3. Bus stops are designated only when there is adequate clear vision in each direction.
4. A definite time schedule showing the time the bus can be expected at each stop has been established and is posted in each bus.
5. Traffic patterns for approaching, parking on, and leaving school grounds are established.
6. Emergency routes are established to be used in case of road embargoes.
7. Riding time for the passengers does not exceed limits established by the state agency.
8. Bus routes are reviewed at least annually for hazards.
9. Officials responsible for the construction and maintenance of secondary roads are given a copy of the bus routes and schedules.
10. Restricted loading and unloading areas have been established at or near the school.

YES NO

___ ___

11. Designated personnel are present in the bus loading area to assist and supervise loading.

Procedures

___ ___

1. There is a definite procedure for handling requests for the use of buses for instructional and activity trips.

___ ___

2. Requests for the use of buses for these trips are in writing.

___ ___

3. There is a direct and easy method for drivers to report disciplinary problems.

___ ___

4. Drivers have been instructed on procedures to be followed in case of accident or other emergency.

___ ___

5. A complete inventory of supplies and repair parts is made at least once a year.

Parents and Pupils

___ ___

1. Parents are informed of policies pertaining to the transportation program.

___ ___

2. A copy of the bus time schedule is sent to the home prior to the opening of school.

___ ___

3. Rules and regulations for pupil conduct are specific and well understood; they are sent to the home of each child who is transported.

The Bus Driver

___ ___

1. When drivers are hired, they are given a written contract.

___ ___

2. Rules and regulations regarding their duties and responsibilities are given to the drivers in written form or in a driver's handbook.

___ ___

3. The board has adopted a salary schedule for drivers.

___ ___

4. Salaries paid to bus drivers are adequate to insure competent drivers.

___ ___

5. Qualifications have been established for bus drivers.

YES NO

___ ___

6. There is a definite program for training school bus drivers which includes both classroom instruction and behind-the-wheel practice.

___ ___

7. Conferences or safety meetings for the drivers are held at regular intervals.

___ ___

8. Substitute drivers meet the same requirements as regular drivers.

___ ___

9. Drivers with safe driving records are recognized by the administration through an awards program.

Vehicles

___ ___

1. All vehicles are used for transporting pupils meet the minimum standards for construction of school buses as adopted by the State of Iowa.

___ ___

2. Vehicles are purchased only after requesting bids.

___ ___

3. A written set of specifications describing the equipment to be purchased is furnished to the bidders.

___ ___

4. When possible, purchases of new buses are made at times to assure delivery before the next school term begins.

___ ___

5. Spare buses are available and can easily be assigned to a bus route in case of need.

___ ___

6. The capacity rating of the spare buses are at least the equivalent of the largest buses used on the regular routes.

Maintenance

___ ___

1. School officials emphasize and make all necessary provisions for carrying out a preventive maintenance program.

___ ___

2. The driver performs a pre-trip inspection of the bus and reports in writing any defect discovered.

___ ___

3. Each bus is inspected regularly by a mechanic for detecting mechanical defects and immediate repairs are made when defects are found.

___ ___

4. The buses are kept clean--inside and out.

YES NO

___ ___

5. Maintenance records are maintained showing maintenance and repair work done for each bus.

___ ___

6. All materials or parts used on each bus are shown on the record of the particular bus.

Garage

___ ___

1. Garage or other shelter is provided to keep buses out of the weather when not in use.

___ ___

2. The bus garage is heated if it is used for repair work.

___ ___

3. Washing facilities are available so buses can be kept clean.

___ ___

4. The garage is equipped with a telephone.

___ ___

5. Walls, partitions and roof of bus garage are made of fire-resistant materials.

Operation and Supervision

___ ___

1. The board has designated the person, if other than the superintendent, who is responsible for the transportation program.

___ ___

2. There is close contact between the person responsible for supervising the transportation program and the bus drivers and maintenance personnel on all transportation problems.

___ ___

3. Job descriptions are on file for all transportation positions.

Summary

Number of regular bus routes _____

Number of buses used on regular routes _____

Number of small vehicles used on regular routes _____

Number of spare buses _____

Capacity of largest bus used on regular routes _____

Capacity of largest spare bus _____

Number of maintenance personnel _____

Year and model of oldest bus _____

Year and model of newest bus _____

Average age of buses _____

Number of approved regular drivers _____

Number of approved alternate drivers _____

Longest bus route--number of miles _____

Shortest bus route--number of miles _____

Average length of bus routes--number of miles _____

Longest bus route--number of minutes from first pickup to attendance center _____

Shortest bus route--number of minutes from first pickup to attendance center _____

All bus routes--average number of minutes from first pickup to attendance center _____

Name and title of person who is responsible for transportation program

Name

Title

Comments

1. Outstanding aspects, practices or features of the program.

2. Aspects, practices or features of the program which need improvement.

3. What is being done to strengthen or improve the program?

4. Suggestions for long-range improvements.

Local Evaluating Committee

1. _____

2. _____

3. _____

4. _____

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